REPORT

OF THE INVESTIGATION

ON

SELECTED ISSUES CONCERNING

THE PROVISION OF RETRAINING COURSES

BY THE

EMPLOYEES RETRAINING BOARD

September 2000

Office of The Ombudsman

Hong Kong

TABLE OF CONTENTS

LEGEND OF ABBREVIATIONS

Chapter		*Page*
1	*Introduction*	*1*
2	*The Organisation and Functions of ERB and its Executive Office*	*4*
3	*The Mechanism through which ERB Discharges its Course Administration and Development Functions*	*15*
4	*Specific Course Administration and Development Issues Pertaining to Tailor-made Courses*	*27*
5	*Relevant Improvement Measures by ERB*	*48*
6	*Observations and Opinions*	*52*
7	*Conclusions and Recommendations*	*71*
8	*Final Remarks*	*76*

ANNEXES

EXECUTIVE SUMMARY

Legend of Abbreviations

AHM	Agency Heads Meeting
APC	Administration and Publicity Committee
CADD	Course Administration and Development Department
CDC	Course Development Committee
CHSC	Complaints Handling Sub-committee
CLITA	Clothing Industry Training Authority
CSG	Course Steering Group
CVSC	Course Vetting Sub-committee
ED	Executive Director
ERB	Employees Retraining Board
ERS	Employees Retraining Scheme
FAC	Finance and Administration Committee
KPI	Key Performance Indicator
MASC	Management Audit Sub-committee
MD	Marketing Department
OJT	On-the-job Training
PET	Pre-employment Training
PI	Performance Indicator
RDD	Research and Development Department
SBP	Soya Bean Products
SDED	Senior Deputy Executive Director
TAG	Trade Advisory Group

TAR	Target Achievement Rate
TB	Training Body
TMC	Tailor-made Course
VMSC	Vetting and Monitoring Sub-committee
YOT	Yan Oi Tong

1

INTRODUCTION

BACKGROUND

1.1 In July 1999, a local newspaper carried a complaint about a pilot tailor-made shoe-making operator course organised jointly by the Employees Retraining Board (ERB), the Clothing Industry Training Authority (CLITA) and a shoe-making company. The report alleged that retrainees learnt little from the course and that their practical training was merely providing cheap labour to the participating company. The incident raised public concern over the role of the Board and the quality and usefulness of such retraining courses. The Ombudsman therefore decided, in the public interest, to conduct a direct investigation into the subject matter under Section 7(1)(a)(ii) of The Ombudsman Ordinance. The investigation was announced in November, 1999.

PURPOSE AND AMBIT OF THE INVESTIGATION

1.2 The purpose of this direct investigation is to conduct an overview of the mechanism through which ERB discharges its statutory functions over the provision of retraining courses, to evaluate how effectively it discharges these functions and to assess the need for improvement measures.

1.3 The investigation covered the following matters -

(a) the organisation and functions of ERB, its committees and sub-committees as well as its Executive Office;

(b) an examination of the mechanism through which ERB, its committees and sub-committees as well as its Executive Office discharge their respective duties related to course administration and development;

(c) specific course administration and development issues pertaining to and arising from the July 1999 press report; and

(d) relevant improvement measures taken or to be taken by ERB.

INVESTIGATION

1.4 In the course of investigation, relevant papers and files were provided by ERB to this Office for examination and analysis. This Office had also studied and, where appropriate, made reference to relevant press comments and suggestions on the subject. Members of the public were invited to submit to this Office their comments and suggestions on the subject, but this Office did not receive any views and suggestions on the subject.

1.5 In mid February 2000, investigation staff of this Office visited ERB and had a useful discussion with senior staff of the ERB Executive Office. In late February 2000, our investigators visited CLITA to obtain a better understanding of the work of CLITA in general and the conduct of the shoe-making course in particular.

REPORT

1.6 The investigation report in draft form was sent to ERB for comments on 14 August 2000. This final investigation report, incorporating the comments from ERB , was issued on 19 September 2000.

1.7 There are eight chapters and 28 annexes in this investigation report. Chapter 1 explains the background leading to this direct investigation. Chapter 2 describes the organisation and functions of ERB and its Executive Office.

Chapter 3 describes the mechanism through which ERB discharges its course administration and development functions. Chapter 4 discusses some specific course administration and development issues pertaining to tailor-made retraining courses, including matters arising from the July 1999 press report on the pilot tailor-made shoe-making course. Chapter 5 summarizes the relevant improvement measures taken or to be taken by ERB after the press report. Chapter 6 sets out the overall observations and opinions of this Office while Chapter 7 contains the conclusions and recommendations of The Ombudsman. The last Chapter contains the comments of ERB on the draft investigation report for this investigation and the final remarks of this Office in response to the comments received.

2

THE ORGANISATION AND FUNCTIONS OF ERB AND ITS EXECUTIVE OFFICE

INTRODUCTION

2.1 This Chapter gives a brief introduction of the Employees Retraining Scheme (ERS) and explains the organisation and functions of ERB, its committees and sub-committees as well as its Executive Office.

THE EMPLOYEES RETRAINING SCHEME

2.2 With the enactment of the Employees Retraining Ordinance (Cap. 423) and the establishment of the ERB thereunder in late 1992, the ERS was formally launched in April 1993. The Scheme aims at providing retraining to eligible workers to assist them in taking on new or enhanced skills so that they can adjust to changes in the economic environment.

2.3 ERB, set up under Section 3 of the Ordinance, comprises of representatives from Government, employers, employees and the vocational training/retraining/manpower planning sector. The functions and general powers of ERB as set out in Sections 4 and 5 of the Ordinance are reproduced at **Annexes I(a) and I(b)**.

2.4 The Employees Retraining Fund, set up under Section 6 of the Ordinance, has the ambit of defraying the costs of retraining courses and making payment for retraining allowance and other operating expenses incurred by ERB. The Fund draws its income from a levy charged on companies employing imported workers. The levy is currently set at a rate of $400 per imported worker

per month. A capital injection of $300 million was provided by the Government when the Fund was first set up in late 1992. Three more injections of $300 million, $500 million and $500 million by the Government were provided in 1996, 1997 and 1999 respectively to expand the Scheme to cope with the increasing demand for retraining. The annual expenditure of ERB from 1993/1994 to 1999/2000 is shown at **Annex I(c)**.

The Target Groups

2.5 The ERS initially focused on displaced workers who experienced difficulties in finding alternative employment as a result of the restructuring of the local economy. The major service target was those unemployed persons aged 30 or above with junior secondary education or below. The Scheme also covered employed persons who needed to acquire new skills at basic level in order to stay in their existing jobs or to take up new jobs once displaced.

2.6 In early 1993, the Scheme was extended to housewives wishing to re-enter the job market. It was then extended in late 1993 to the elderly, the disabled and victims of industrial accidents. In January 1997, the Scheme was further extended to all eligible employees, including new arrivals from the mainland. In April 1998, eligible employees aged below 30 were also allowed to enrol in full-time retraining courses if they were having difficulties in finding jobs. All applications would be considered on individual merit, with priority being given to applicants aged 30 or above.

The Services Offered

2.7 ERB adopts a total-service approach in delivering its services to clients. Such services include retraining services, counselling services, placement services, outplacement services and the operation of Retraining Resource Centres.

Retraining Services

2.8 ERB offers more than 160 types of retraining courses, in full-time (day), half-day or evening modes. These courses can be broadly classified into -

(a) core course on job search skills;

(b) general skills courses (e.g. language and computer);

(c) job-specific skills courses; and

(d) tailor-made courses (TMCs).

There are also special retraining courses for the new arrivals, the elderly, the disabled and victims of industrial accidents.

2.9 In 1998/99, a total of 69,850 retrainees completed their training at ERB's retraining centres, of which 29,165 (41.8%) were in full-time courses, 16,078 (23.0%) in half-day courses while the remaining 24,607 (35.2%) in evening courses. By major course categories, 46.7% of the retrainees were taking computer courses, 15.3% taking clerical courses, 9.2% taking courses related to security/property management, 7.6% taking domestic helpers courses, 2.3% taking TMCs and the remaining 12.3% taking other miscellaneous courses.

2.10 Retrainees attending half-day and evening courses have to pay a course fee of some 20% of the training costs but such will be increased to 40% from October 2000 onwards. Such fee can be refunded to low-income or unemployed retrainees, provided that their attendance rate was 80% or above. Full-time courses are free of charge. In addition, retrainees attending full-time courses lasting more than one week can apply for a retraining allowance of $153.8 per day (subject to a maximum of $4,000 per month). Retrainees attending on-the-job training (OJT) arranged by ERB are entitled to an OJT allowance of not more than $6,000 during the period of OJT, which normally lasts for three to six months. Both allowances are payable only for days of actual attendance. From October 2000 onwards, retrainees are required to achieve an attendance rate of 80% or above in order to be qualified for the allowances.

2.11 Retraining courses are delivered by a network of 52 training bodies (TBs) at 135 retraining centres throughout the territory. Most of the TBs are themselves welfare/social service organisations experienced in vocational training, adult education and career counselling. ERB provides funding support

to these TBs.

Job Counselling and Placement Services

2.12 Job counselling and placement services are available to retrainees. Placement officers in TBs refer suitable vacancies to retrainees to match their experience, skills, personality and job expectation.

Retraining Resource Centres

2.13 ERB has set up two Retraining Resource Centres equipped with information browsing and practice facilities. The Centres offer job counselling service and conduct classes and group activities.

Outplacement Services

2.14 ERB also provides services to employers who need to retrench large number of employees. The outplacement services are highly flexible and employers can participate in the design of the programmes which normally include talks on the retraining and placement services offered by ERB, induction courses on job search skills and job market information.

Placement Results

2.15 According to ERB's Annual Report for 1998/99 (April 1998 to March 1999), the average placement rate for graduate retrainees of full-time courses was 68% while that for graduate retrainees of TMCs reached 83%.

THE EMPLOYEES RETRAINING BOARD (ERB)

Mission, Goals and Long-term Objectives

2.16 ERB's mission is to provide quality retraining courses and services to those unemployed or potentially unemployed in order to enhance their employability and to meet the needs of employers and the Hong Kong economy. The goals of ERB are to

achieve total customer satisfaction of the unemployed, potentially unemployed, employers and stakeholders and to maximise the socio-economic contributions of retraining to the community of Hong Kong. To achieve these goals, ERB has set out its long-term objectives to establish a continuous and preventive training system to minimise unemployment and to build up a vocational qualification framework for Hong Kong. ERB has incorporated the following key elements into its strategies : market-driven, value-added, proactive, flexible and total quality management.

Strategic Plan

2.17 Since November 1998, ERB has adopted a three-year strategic plan, which seeks to -

(a) enhance the quantity and quality of courses and services;

(b) extend the scope of services;

(c) upkeep market intelligence;

(d) strengthen partnership with employers and stakeholders;

(e) enhance cost effectiveness; and to

(f) foster positive corporate image.

2.18 It has also devised a series of initiatives and work plans to achieve development and improvement in each of the six strategic areas described in the preceding paragraph. A chart prepared by ERB which links up its mission, goals, long-term objectives and strategic plan is reproduced at **Annex II**.

Its Committees and Sub-Committees

2.19 Until November 1999, there were four Committees under ERB, namely the Administration and Publicity Committee (APC), the Course Development Committee (CDC), the Computer Networking System Committee and the Review Committee. There were two

Sub-committees under APC, namely the Investment Sub-committee and the Publicity Sub-committee while there was one Sub-committee, namely the Vetting and Monitoring Sub-committee (VMSC), under CDC.

2.20 The work of CDC and that of its VMSC are directly relevant to the subject matter of this direct investigation and their functions are therefore described in more detail below.

<u>The Course Development Committee (CDC)</u>

2.21 CDC usually meets bi-monthly and is required under their terms of reference to -

(a) formulate and regularly review the overall direction and development strategy of retraining programmes in order to cope with the changes in the local labour market;

(b) consider and, if appropriate, to approve applications for admission as new TBs and funding of new courses and to review the progress and effectiveness of new courses;

(c) consider and, if appropriate, to approve funding applications for new courses and OJT schemes;

(d) consider and, if appropriate, to approve funding applications for renovation, decoration of retraining centres and the purchase of capital equipment and assets for the ERS not exceeding $2 million;

(e) monitor the operation of TBs, establish performance indicators for retraining programmes and review their overall effectiveness;

(f) develop retraining programmes and related issues by building up contacts with employers associations, trade unions and professional bodies; and to

(g) establish Sub-committee(s) to assist in its work.

2.22 The business of CDC is usually transacted through discussion on the basis of discussion papers prepared and submitted to it by ERB Executive Office.

The Vetting and Monitoring Sub-committee (VMSC)

2.23 The VMSC under CDC usually meets bi-monthly and is required under their terms of reference to -

(a) establish guidelines to monitor the effectiveness of retraining programmes;

(b) consider and, if appropriate, to approve applications for (i) admission as new TBs; (ii) funding of new courses and OJT schemes; (iii) funding for the renovation and decoration of retraining centres and the purchase of capital equipment and assets for the ERS not exceeding $1 million; and to report its progress of work to CDC; and to

(c) monitor the operation of TBs and the effectiveness of individual retraining programmes, and to advise CDC on the suspension or deletion of funding support to TBs or retraining programmes with unsatisfactory performance.

2.24 The business of VMSC is again usually transacted through discussion on the basis of discussion papers prepared by ERB Executive Office.

Recent Review of ERB Committee Structure

2.25 In November 1999, ERB reorganised its committee structure to enhance accountability of the ERB Executive Office. Under the new set-up, CDC's title remained unchanged while VMSC was renamed the Course Vetting Sub-committee (CVSC). The terms of reference of CDC and CVSC were streamlined with authority to approve applications for admission as new TBs and funding of new

courses and OJT schemes centralized in CVSC. In turn, the role of CDC was extended to cover the monitoring of the progress of course standardisation and modularisation exercises, the development of common assessment system and the operation of Retraining Resource Centres. On the other hand, authority to approve funding applications for renovation and decoration of retraining centres and the purchase of capital equipment and assets previously vested in CDC and VMSC was transferred to a new Finance and Administration Committee (FAC). Since late 1999, ERB has ceased to provide funds to TBs for fitting-out retraining centres and purchase of capital equipment.

2.26 A new FAC, replacing the APC, is responsible for all personnel and administrative matters, publicity and promotion strategies and activities of the Board as well as all financial and funding matters, including the granting of approval to funding applications for renovation and decoration of retraining centres and the purchase of capital equipment and assets. The titles and work of the Investment Sub-committee and Publicity Sub-committee under it remained unchanged.

2.27 Two new sub-committees, namely the Complaints Handling Sub-committee (CHSC) and the Management Audit Sub-committee (MASC) were set up under the Review Committee. The new CHSC is responsible for following-up on public complaints concerning the ERS. The new MASC is responsible for monitoring the financial operations of TBs, evaluating the quality of retraining programmes, monitoring audit reports on the ERB Executive Office; following-up on the management audit reports on TBs submitted by the ERB Executive Office and formulating improvement measures.

2.28 The new ERB committee structure since November 1999 is at **Annex III**.

THE ERB EXECUTIVE OFFICE

2.29 The ERB Executive Office is the executive arm of the Board. The Executive Office, headed by an Executive Director (ED), is manned by some 52 full-time salaried staff. The Office comprises seven departments, namely Course Administration and Development Department, Marketing Department, Research and Development Department, Placement Services Department, Accounts

and Administration Department, Public Relations and Promotion Department and Management Information System Department. An organisation chart of the ERB Executive Office is shown at **Annex IV**. The functions of the seven departments in ERB Executive Office are briefly described in **Annex V**.

CONSULTATIVE MACHINERY SET UP BY THE ERB EXECUTIVE OFFICE

Agency Heads Meetings (AHMs)

2.30 The ERB Executive Office holds regular meetings with the heads of TBs. These meetings, called Agency Heads Meetings (AHMs), cover not only matters on course administration and development but also serve as a useful forum for consultation and discussions on the full spectrum of ERB's activities.

2.31 In view of the large number of TBs involved, AHMs are held in three groups. Group I consists of TBs which conduct the largest number of retraining courses for ERB while Group II and III agencies have less capacities. Group I AHMs are held monthly while Group II and III AHMs are held quarterly. All AHMs are chaired by ED.

Course Steering Groups (CSGs)

2.32 With a view to enhancing the quality of retraining courses and services, the ERB Executive Office has established CSGs for major categories of courses. These CSGs, which report to the AHMs, are required under their terms of reference to -

(a) advise on the conduct of retraining courses to meet current and future manpower needs of the relevant trade, with due regard to the views of the relevant Trade Advisory Group (see para. 2.34 below);

(b) advise on the job requirements of relevant job categories and the contents of the retraining courses (including pre-employment and post-employment) to meet these requirements;

(c) advise on the contents, equipment, qualification of

instructors, duration of training, course evaluation and quality assurance scheme to achieve course standardisation and modularisation; and to

(d) advise on the steps to be taken to achieve accreditation of the relevant retraining courses.

2.33 Each CSG consists of representatives from the ERB Executive Office and relevant TBs, with employers from the relevant trade and vocational training professionals invited to attend as advisors where appropriate. ERB Executive Office has so far set up CSGs for each of the following eleven major categories of retraining courses - personal care workers, domestic helpers, security and property management, information technology, soft skills, clerical and office assistants, computer application, vocational English, child care workers, self-employment and pig and chicken farmers.

Trade Advisory Groups (TAGs)

2.34 Inputs from industries are of utmost importance as they are the major players in the provision of job opportunities for graduate retrainees of ERB. Towards this end, the ERB Executive Office has established TAGs to solicit the views and feedback from the employers direct so that the retraining courses can be continually adjusted towards market needs. The aim is to set up corresponding TAG for each CSG. The deliberation of CSGs will also be passed on to the relevant TAGs for their comments. In this connection, members of the CSGs will be invited to attend the relevant TAGs to exchange views and ideas. To enhance mutual communication and working relationship between CSGs and TAGs, joint meetings are held to provide both training providers and employers a direct communication platform in developing and reviewing retraining courses.

2.35 The TAGs consist mainly of representatives from the ERB Executive Office, trade/employer associations, employers and trade professionals. The TAGs, chaired by ED, are required under their terms of reference to -

(a) advise on the current and future manpower needs of the relevant trade;

(b) advise on the job requirements of relevant job categories and the contents of the retraining courses (including pre-employment and post-employment) to meet these requirements; and to

(c) advise on the steps to be taken to achieve accreditation of the relevant retraining courses.

2.36 ERB has so far set up nine TAGs for personal care workers, domestic helpers, security and property management, information technology, soft skills, clerical and office assistants, computer application, vocational English and pig and chicken farmers.

2.37 ED of ERB Executive Office also has regular forums with employers and trade associations, as well as their trade committees, to obtain their feedback on the latest labour market trends, their manpower needs and the effectiveness of retraining courses.

3

THE MECHANISM THROUGH WHICH ERB DISCHARGES ITS COURSE ADMINISTRATION AND DEVELOPMENT FUNCTIONS

INTRODUCTION

3.1 This Chapter discusses the mechanism through which ERB discharges its course development, vetting, approval, monitoring and evaluation functions.

COURSE DEVELOPMENT

3.2 New retraining courses are planned and developed jointly by ERB, TBs, relevant trade/employer associations, professional bodies and trade unions. In this task, the ERB Executive Office plays primarily a coordinating and facilitating role by providing to its TBs labour market information at the macro level. In particular, its Research and Development Department (RDD) regularly compiles and distributes to TBs statistical information on job vacancies and job seekers. It also conducts manpower studies and researches. Relevant statistics on the ERS are extracted and distributed to TBs on a monthly basis. TBs, which have extensive network with employer associations, professional bodies and/or trade unions, are encouraged to make use of these information to plan and develop new courses accordingly.

3.3 To strengthen coordination with TBs and to foster an effective exchange of labour market information, the ERB Executive Office set up a Research and Development Working Group in March 1999. The Working Group, which reports to the AHMs, serves to foster exchange of market information with TBs and to

better coordinate the research and development efforts of TBs. The Working Group consists of representatives from the major TBs and officers from RDD, Course Administration and Development Department (CADD) and Marketing Department (MD) of the ERB Executive Office.

3.4 A TB which proposes a new course is required to submit to the ERB Executive Office a course proposal, with information on course contents, the budget, the set-up for an in-house Course Advisory Group (which offers advice to the TB concerned on the conduct of the course) and the placement plan. The applicant TB is also required to complete a course information sheet and two budget forms, samples of which are at **Annex VI**.

3.5 For TMCs, which are flexibly designed to meet the specific manpower requirements of eligible employers, the applicant TB is required to provide additional information on the job nature, number of vacancies, pay and conditions of service of graduate retrainees offered by the employer, etc.

3.6 To enhance competitiveness and job retention ability of graduate retrainees, some TMCs have been designed to incorporate a period of OJT to provide retrainees with suitable opportunities to acquire practical job skills and working experience. If such OJT schemes are proposed, further relevant information is required.

COURSE VETTING

3.7 CDC has developed a set of vetting criteria to evaluate course proposals. Evaluation criteria, reproduced at **Annex VII**, focus on -

(a) the current labour market situation, with particular reference to the demand for graduate retrainees of the course proposed;

(b) the cost efficiency of the proposed course; and

(c) the experience and track record of the applicant TB in organising similar and/or other retraining courses.

3.8 For TMCs, the sponsoring employer (or group of employers or employer/trade association) concerned is additionally required to show that -

(a) he is able to offer 15 or more vacancies, of which at least 80% should be filled by graduate retrainees of the proposed course;

(b) he is not able to find suitable candidates from the existing pool of graduate retrainees to fill the vacancies; or that he is applying for imported labour under the Supplementary Labour Scheme to fill the vacancies; or that he is willing to open up the vacancies to graduate retrainees who do not possess the qualifications and ability normally required to compete with other applicants in the open market;

(c) he is able to offer remuneration more favorable than or at least comparable to the market rate; and

(d) he is willing to actively participate in the course design, recruitment, delivery and subsequent follow-up of the progress of graduate retrainees.

3.9 In vetting a proposed OJT scheme, due consideration will be given as to whether -

(a) the OJT is essential to supplement the pre-employment training (PET) received in order to better equip the retrainees with the skills required of the job;

(b) the OJT is systematically provided with sufficient guidance and supervision from both the employer and the applicant TB;

(c) the proposed wage level is commensurate and in line with the skill level required in the market for that particular trade; and whether

(d) the employment of retrainees is expected to last beyond the OJT period.

3.10 After scrutinizing the course proposals, CADD may seek clarification on the proposal, conduct site visits to verify the information provided in the application, and where necessary, request the TB concerned to modify the proposal. When a course proposal is found to be in order, CADD will prepare a discussion paper for consideration by CVSC, setting out its observations and comments on the proposal against the set of vetting criteria (see para. 3.7 and Annex VII) together with its recommendation. Normally, representatives from the applicant TB will be invited to attend the relevant CVSC meeting to elaborate on the proposal and to answer queries from CVSC Members.

COURSE APPROVAL

3.11 CDC has devised a set of Course Approval Procedures, a copy of which is reproduced at **Annex VIII**, which lay down the procedures to be followed for vetting and approval of different types of retraining courses. Basically, all new courses are to be approved by CVSC as a pilot scheme. In this connection, new courses are defined in para. 1.1 of the Course Approval Procedures as -

(a) new types of courses (including new job-specific and trade-specific skills courses);

(b) existing courses with new training modes (e.g. intensive training courses);

(c) existing courses where changes to their contents or the duration of training which incurred additional costs (other than those due to inflation) are proposed;

(d) OJT schemes; and

(e) courses conducted by newly approved TBs on a trial basis.

3.12 Upon completion of the pilot course, its performance will be reported to and its effectiveness evaluated by CVSC. Where CVSC is satisfied with its performance, it will consider delegating to the ED and the Senior Deputy Executive Director (SDED) of the ERB Executive Office the authority to approve the running of subsequent similar courses.

3.13 All courses other than those prescribed in para. 1.1 of the Course Approval Procedures (see para. 3.11 and Annex VIII) are approved by ED/SDED. According to para. 2.1 of the same Procedures, these courses include -

(a) repeated courses in which the approving authority have been duly delegated by CVSC to ED/SDED in accordance with para. 1.7 of the same Procedures; and

(b) similar courses (which have previously been approved by CVSC) proposed to be run by another TB (which has not conducted these courses before).

Courses under this category are likewise vetted by CADD and, if found in order, submitted to ED/SDED for approval.

COURSE MONITORING

3.14 In principle, all courses have to be approved in writing by ERB. Once approved, courses with less than 80% enrolment rate and any subsequent departure from the course proposal or budget have to be specifically authorized by ERB.

3.15 In 1999, the ERB Executive Office conducted some 40 site visits to retraining centres for the purpose of monitoring their administration of courses in general. In the same year, VMSC Members conducted site visits to one TMC and one special training programme for the disabled.

3.16 Due to resource constraints, the ERB Executive Office does not normally conduct course inspection for the purpose of monitoring course delivery and/or course performance. Inspections will only be carried out on a need basis, e.g. when

complaints are received or when irregularities identified. In 1999, there were six complaints involving the quality of retraining courses and teaching standards of the instructors. Upon investigation, four of them were substantiated with appropriate remedial actions taken, which included asking the instructors involved to make improvements, issue of verbal warnings and dismissal.

3.17 After each site visit, the visiting officers will complete a site visit report, a sample of which is at **Annex IX**. The duly completed report will be copied to relevant officers in the ERB Executive Office for information and/or necessary follow-up actions. Where necessary, the visiting officers will report their findings to the directorate officers in ERB Executive Office and seek their advice.

COURSE EVALUATION

Overall Framework

3.18 There are four levels of evaluation of the performance of retraining courses. At the lowest or 4^{th} level, evaluation is performed by retrainees who have taken part in the course and by the employers who have employed any such graduate retrainees. Evaluation at the 3^{rd} level is by the TB which delivered the course. Evaluation at the 2^{nd} level is by the ERB Executive Office which monitors and evaluates performance of individual courses and TBs on a routine basis. Evaluation at the highest or 1^{st} level is undertaken by the ERB and its committees/sub-committees (namely CDC and CVSC) which evaluate course effectiveness and training effectiveness of TBs on a quarterly and annual bases. A flowchart which depicts the overall evaluation mechanism adopted by ERB is at **Annex X**.

Retrainees' and Employers' Evaluations

3.19 To evaluate the effectiveness of each course, retrainees are each required to complete and return to their instructors at the end of the course a course evaluation form which invites retrainees' feedback on the course contents, the instructors, the training facilities and equipment provided, etc. A sample of the course evaluation form used is at **Annex XI**.

3.20 Subject to the availability of resources, ERB will also solicit employers' feedback in relation to the performance of the graduate retrainees. This may be done by ad hoc surveys conducted by the TBs concerned or RDD of ERB Executive Office using structured questionnaires.

Evaluation by TBs

3.21 TBs are required to report to ERB relevant items of course statistical information such as those on capacity utilisation, attendance and placement results as well as the results of the retrainees' own course evaluation and comments/suggestions from them.

Performance Indicators (PIs)

3.22 Over the years, ERB has developed a set of performance indicators (PIs) for assessing the overall course performance in terms of cost efficiency, course effectiveness and degree of satisfaction of the stakeholders. These PIs include -

<u>Cost Efficiency</u>

(a) capacity utilisation rate

(b) attendance rate

(c) unit cost

<u>Course Effectiveness</u>

(d) placement rate (applicable only to full-time courses)

(e) retention rate (applicable only to full-time courses)*

(f) passing rate of end-of-course assessment/examination or skill test*

<u>Degree of Satisfaction of Stakeholders</u>

(g) outcome of survey on retrainees and complaint figures

(h) outcome of survey on employers and complaint figures*

(i) outcome of survey on the public and complaint figures*

* Not always compiled due to resource or other constraints.

3.23 The definitions and means of collection of the PIs in

(a) to (e) above are described in more detail below.

Capacity Utilisation Rate

3.24 This refers to the percentage of retrainees successfully enrolled in the course against the full training capacity approved. For example, if 18 retrainees were enrolled in a course with approved training capacity of 20, the capacity utilisation rate would be calculated as being 90% (18÷20×100%).

Attendance Rate

3.25 This refers to the percentage of retrainees who have attended 80% or above of the classes (and hence being entitled to the award of a certificate of attendance) against the total number of enrolled retrainees. Using the above example, if 15 retrainees had attended 80% or above of the classes, the attendance rate would be calculated as being 83.3% (15÷18×100%).

Unit Cost

3.26 Unit cost can be measured by the average cost per retrainee or the average cost per retrainee per hour. If the total cost of running a retraining course of a class size of 20 with the course duration lasting 120 hours was $120,000, the average cost per retrainee would be $6,000 ($120,000÷20) and the average cost per retrainee per hour would be $50 ($120,000÷20÷120).

Placement Rates (applicable only to full-time courses)

3.27 This refers to the percentage of graduate retrainees who have secured employment within three months from the date of completion of the retraining course concerned against the total number of retrainees who had successfully completed the same course. Using the above example, if 13 graduate retrainees had secured employment within three months after the completion of their course from which 15 retrainees have graduated, the placement rate would be calculated as being 86.7% (13÷15×100%). This placement rate is calculated without regard to whether the employment of the graduate retrainees are relevant to the types of retraining received by them. For this reason, it is often referred to as the overall placement rate.

3.28 Other placement rates are applicable to specific types of retraining courses. For example, placement rate of graduate retrainees in specific trades/industries relevant to their retraining is applicable to job-specific skills courses and TMCs while placement rate of graduate retrainees working for sponsoring employers is applicable to TMCs. A table showing the different placement rates and their scope of application to different types of retraining courses is at **Annex XII**. Using the above example, if 11 of the 15 graduate retrainees were employed in those trades/industries relevant to their training, the placement rate in relevant trades/industries would be 73.3% (11÷15x100%). If 9 of the graduate retrainees were employed by the employer who sponsored the relevant TMC, the placement rate at designated employer for the relevant TMC would be 60% (9÷15x100%).

3.29 The placement of graduate retrainees is monitored by the TBs which are required to report the placement results of their graduate retrainees to ERB on a monthly basis for the first three months after the completion of the retraining courses. A sample of the placement report form used by TBs for this purpose is at **Annex XIII**. Specific items of information regarding the employment of the graduate retrainees, e.g. industry and job type, relevancy to training, no. of hours worked per week, mode of remuneration (i.e. whether pay is calculated on a monthly, daily, hourly or piecework or commission basis) and the nature of employment (i.e. whether it is a permanent or temporary job), are required to be entered into the form.

Retention Rates (applicable only to full-time courses)

3.30 This refers to the percentage of graduate retrainees who have remained in employment for a certain period of time, say six or 12 months, after completion of their retraining courses against the number of successfully placed retrainees from the same course. Using the same example, if 10 out of the 13 placed retrainees have remained in employment (regardless of the trades/industries in which they were employed) 12 months after graduation, the overall retention rate after 12 months would be calculated as being 76.9% (10÷13×100%).

3.31 Similar to the placement rates, other more finite retention rates, e.g. retention rate in specific

trades/industries and retention rate at designated employers, can be calculated. In fact, the table showing the scope of application of the various placement rates (see Annex XII) is equally applicable to retention rates. Using the same example, if 9 out of the 10 who have remained in employment 12 months after their graduation were employed in the trades/industries relevant to their retraining, the retention rates in relevant trades/industries would be calculated as being 69.2% (9÷13×100%). Likewise, if 8 out of the 10 who have remained in employment 12 months after their graduation were still employed by the sponsoring employer, the retention rates at designated employer would be calculated as being 61.5% (8÷13×100%).

3.32 To enable the ERB Executive Office to obtain more information on the post-placement employment situation of graduate retrainees of full-time courses, retention surveys on TMCs were conducted on a pilot basis in early 1999. Due to resources consideration, retention surveys are conducted on an ad hoc basis by the TBs concerned or RDD of the ERB Executive Office. Graduate retrainees who are known in the placement survey to have been successfully placed will be contacted by phone and asked several simple questions regarding their present employment situation (e.g. whether he/she is still in employment and, if so, whether the employment is relevant to the retraining received, etc). Based on their responses, the various retention rates may be calculated.

Key Performance Indicators (KPIs)

3.33 ERB has adopted the capacity utilisation rate, attendance rate, unit cost and placement rate as the key performance indicators (KPIs). In ERB's view, the first three KPIs measure the cost efficiency while the last KPI measures the course effectiveness. However, for half-day/evening courses which are not placement-tied and where placement rates are not applicable, course performance may only be evaluated against the remaining available KPIs, i.e. capacity utilisation rate, attendance rate and unit cost. Retrainees' feedback are sometimes made use of in evaluating these courses.

Target Achievement Rates (TARs)

3.34 To enable effective monitoring of course performance,

ERB has set down clear-cut TARs for the following three KPIs -

Types	Capacity utilisation rate	Attendance rate	Placement rate*
All evening courses	80%	80%	N.A.
All half-day courses	80%	80%	N.A.
All full-time courses (except TMCs)	80%	80%	70%
TMCs	80%	80%	80%
TBs	80%	80%	70%

* Overall placement rate (see para. 3.27)

3.35 In this connection, CADD also produces regular management information reports which tabulate the three KPIs broken down by class, course type and TB. These reports provide useful reference for the ERB Executive Office when considering quarterly applications for funding by the relevant TBs to run subsequent courses. The reports are also regularly submitted to CVSC for information.

3.36 Should performance fall short of the TARs, TBs will be requested to provide explanations and suggest remedial actions. Depending on the explanations provided by TBs, the magnitude of discrepancy, frequency of occurrence, the general performance of the TBs and the market situation relevant to the type of courses in question, ERB would take appropriate actions which include reduction of training places, temporary suspension of classes, issue of warnings or, in the worst case, removal of the TB from the approved list.

3.37 A flowchart which depicts the process involved in the development, vetting, approval, monitoring and evaluation of retraining courses is at **Annex XIV**.

ADMISSION OF NEW TBs AND MONITORING/EVALUATION OF EXISTING TBs

3.38 An organisation has to apply to join ERB's approved list of TBs if it wishes to receive funding from ERB for the conduct of retraining courses. In applying, such an organisation is required to provide information on its background, experience in adult education or vocational training, experience in job placement, its connection with employer/trade associations/ professional bodies/trade unions, the qualification of its course administrators and instructors, its training facilities, its financial situation, the location of its training venues and its potential contributions to the ERS as a whole, etc. A sample of the application form used is at **Annex XV**.

3.39 The ERB Executive Office examines information provided in connection with applications against a set of CDC approved vetting criteria, as at **Annex XVI**. In vetting the application, the ERB Executive Office may conduct site visits to verify the information provided in the application form. It will then prepare a discussion paper containing its observations and comments as well as its recommendations for discussion and, if in order, endorsement by CVSC. Once the application is approved, the TB will be admitted on a probationary basis for six months. During this period, its performance will be closely monitored against the TARs (see para. 3.34) and suggestions for improvement will be given, where necessary. At the end of the probationary period, its performance will be reviewed by CVSC to decide whether it should be admitted on a permanent basis. If the TB performed unsatisfactorily during the probationary period, the probationary period may be extended or, in extreme cases, have its name removed from the approved list.

3.40 The performance of all TBs are constantly assessed and evaluated through analysing the KPIs and TARs during the quarterly funding exercises. A flowchart which depicts how applications for admission as TBs are processed and how the performance of TBs are monitored and evaluated is at **Annex XVII**.

4

SPECIFIC COURSE ADMINISTRATION AND DEVELOPMENT ISSUES PERTAINING TO TAILOR-MADE COURSES

INTRODUCTION

4.1 This Chapter is devoted to a discussion of specific course administration and development issues pertaining to TMCs. In particular, the process by which two tailor-made shoe-making operator courses and a tailor-made soya bean products (SBP) worker course were developed, vetted, approved, monitored and evaluated will be discussed in detail. Some course administration and development issues connected with press reports on the pilot shoe-making course will also be discussed in this Chapter.

THE FIRST (PILOT) TAILOR-MADE SHOE-MAKING OPERATOR COURSE

Course Development

4.2 During the last 20 years, most local shoe manufacturers moved their production lines to the mainland to take advantage of the cheaper land and labour costs there. However, manufacturers who made their shoes in the mainland and exported them to the European, Canadian and South American markets had been subjected to heavy dumping duties. For this reason, many shoe manufacturers wished to relocate their production lines back to Hong Kong. In February 1999, the then Industry Department amended the local regulations governing the issue of Certificates of Origin so that shoes partly finished outside Hong Kong under the Outside Processing Arrangements could also be issued with local Certificates of Origin.

4.3 To take advantage of this opportunity, a local shoe manufacturers' association envisaged that some 50 shoe shape-formation assembly lines could be relocated to Hong Kong, creating some 2,500 new job positions. In view of the absence of local skilled shoe-making operators, the association discussed with CLITA on how best to meet the manpower needs of its members. As a start, the association identified a shoe-making company (hereinafter referred to as Company A) which intended to recruit 18 local workers for its soon-to-be-established sports shoe shape-formation assembly line at San Po Kong.

4.4 The Marketing Manager of ERB and a representative of CLITA met with the Managing Director of Company A in early February 1999 to discuss the development of a pilot shoe-making operator course tailor-made to suit the manpower needs of the company. As a result of such discussions, CLITA came up with a shoe-making operator course to consist of six weeks of pre-employment training (PET) to be followed by three months of on-the-job training (OJT). After the meeting, representatives of CLITA and ERB also visited the company's factory at San Po Kong which was basically empty at the time of the visit.

4.5 In mid March 1999, CLITA submitted a detailed course proposal with budget to ERB. A copy of such document is attached as **Annex XVIII** for reference. Under the proposal, the first week of PET would be held at CLITA's training centre at Kowloon Bay where CLITA instructors would impart to the retrainees basic knowledge on shoe-making such as the components of a shoe, the materials used, the work processes involved and machinery used in shoe-making. During the second and third week of PET, retrainees would be attached to the company's factory at Dongguan, Guangdong in the Mainland to observe the actual operation of the shape-formation assembly lines there under the guidance of CLITA's instructors and the factory's technicians deployed on site. From the fourth to the sixth week, retrainees would be attached to the company's new factory at San Po Kong for practical training, again under the guidance of CLITA's instructors and the factory's technicians deployed on site.

4.6 After the completion of PET, graduate retrainees would be offered employment as operators of the assembly line and

proceed to participating in the three-month OJT under the guidance of the factory's production management staff to further enhance their skills and improve their employability. During this period, CLITA's instructors would continue to remain in the factory full-time to provide the necessary guidance and counselling to the retrainees. It was envisaged at the time that the necessary fitting-out of the assembly line at the San Po Kong factory would probably be completed by mid May 1999. It was therefore decided that the pilot course should commence in early May 1999 in time for the commencement of the three-week attachment training at the San Po Kong factory in late May.

4.7 During the PET, retrainees would be offered retraining allowance of $153.8 per day by ERB (see para. 2.10). During the OJT, retrainees, depending on their assessed grading, would be paid by the company a monthly wage of $4,000 to $7,000 plus an OJT allowance of $2,000 per month by ERB. After OJT, it was intended that they would be paid, depending on the skills acquired, a monthly wage ranging from $5,000 to $8,000 plus a freshman's bonus of $1,000 per month for three consecutive months that followed (i.e. from the fourth to the sixth month). According to the course proposal, the company planned to recruit 18 operators, five with overall performance assessed at Grade A/A+, ten at Grade B and three at Grade C ratings.

4.8 The total course budget put forward by CLITA amounted to $379,388, which included a recurrent training cost of $139,388, retraining allowance of $120,000 and OJT allowance of $120,000. The average cost per retrainee was assessed as being $18,969. In addition to the cost borne by ERB, CLITA also contributed to the cost of this course by meeting the instructors' fees and other expenses at $45,000. No anticipated placement rate for this pilot course was specified by CLITA.

Course Vetting and Approval

4.9 CADD of the ERB Executive Office had vetted the above course proposal vis-à-vis the vetting criteria (see Annex VII). A discussion paper supporting the application was submitted to the then VMSC, but it expressed reservation over the proposed payment of over $70,000 as shoe materials cost for PET. It also recommended that the placement and retention rate of this course be closely monitored. A placement rate of 70% was expected.

4.10 The discussion paper was considered at the 11th VMSC Meeting held on 26 March 1999. The then VMSC endorsed the conduct of this pilot course and the recommendation of the ERB Executive Office on the need to monitor the placement and retention rate of this course closely. CLITA was informed of the approval of the course on 19 April 1999.

4.11 A recruitment seminar for this course was conducted jointly by ERB, CLITA and Company A on 22 April 1999. A relevant advertisement is at **Annex XIX**. More than 100 applicants turned up at the recruitment seminar. Details of the course were explained to them by the representatives of CLITA and they were then interviewed by the management of Company A in the presence of a CLITA's representative. In the end, 20 applicants were selected for enrolment.

4.12 On 29 April 1999 shortly before the commencement of the course, the Marketing Manager of ERB and two CLITA's representatives visited the company's factory at Dongguan to inspect the production facilities and working environment there and to finalise the quartering and catering arrangements for the retrainees. The conditions of the assembly lines and of the production facilities as a whole, including the sleeping quarters for the retrainees, were also videotaped by CLITA for teaching/ record purposes.

Course Monitoring

4.13 The PET commenced, as scheduled, on 3 May and finished on 12 June 1999. The Marketing Manager and two other ERB representatives conducted a site visit of the San Po Kong factory on 2 June 1999 to inspect the production facilities and working conditions at the factory, to review course progress and to obtain feedback from retrainees. At the time of the visit, the PET had proceeded well into the fifth week. Two retrainees had by then dropped out and 18 remained. According to the relevant site visit report, the ERB officers made the following observations during the visit -

(a) The facilities and set-up of the factory at San Po Kong were adequate and in full compliance with the law. Although the factory was not air-conditioned, the

ventilating system provided a suitable working environment. Nevertheless, the strong odour of industrial glue prevailed in the factory.

(b) Most of the retrainees had commented favourably on the progress of the course so far. One CLITA instructor was praised by nearly all retrainees for his good instruction skills and enthusiasm.

(c) CLITA instructors reported that the training progress was a bit behind schedule possibly because of machinery failure. They also pointed out that two of the retrainees had exhibited very low commitment to learning.

4.14 Regarding observation (c), it was agreed that CLITA would request the factory management to take prompt actions to rectify the machinery problems and CLITA would provide counselling to the two less enthusiastic retrainees.

4.15 Graduate retrainees from the PET underwent OJT at the factory, which commenced on 14 June and finished on 12 September 1999. ERB officers had paid three more visits to the factory on 7 July, 8 July and 19 August 1999 respectively during the period of OJT. These visits were made after a story carrying grievances from one retrainee was published in the press on 7 July 1999. Details of these three visits were given in paras. 4.20 to 4.23 and 4.26 below.

The Telephone and Written Complaints Received by ERB

4.16 On 28 June 1999, ERB received a telephone complaint from a retrainee who had taken part in the pilot tailor-made shoe-making operator course and was at that time undergoing OJT arranged by ERB. He complained that the retrainees of this course were only required to put on "Made in HK" labels on the shoes which had actually been manufactured in the company's factory in the Mainland.

4.17 On 3 July 1999, ERB received a letter dated 28 June 1999 from the same retrainee, complaining that -

(a) the design of the course was unsatisfactory and impractical. In particular, he was disappointed that the course had only taught him one to two operations in the whole shoe-making process;

(b) the teaching standard of one of the CLITA's instructors in the course was low;

(c) he was assigned with duties unrelated to shoe-making as such and was instead given other tasks relating to maintenance of machinery, manual handling of production materials, packaging and cleaning work;

(d) one of the retrainees, who was believed to be a relative of the factory management, had been enrolled in the course despite the fact that the same person had not taken the test conducted by CLITA at the recruitment seminar; and

(e) retrainees of this course had been asked to put on "Made in HK" labels on the shoes which were actually manufactured in the company's factory in the mainland.

4.18 Representatives from the ERB Executive Office and CLITA met with the factory management in the morning of 5 July 1999 to obtain more information about the complaints. In the same afternoon, staff of ERB Executive Office contacted the complainant over the phone to advise him that his complaint was being investigated.

Press Reports and ERB's Responses

The First Press Report

4.19 On 7 July 1999, an article appeared in a local newspaper reporting that a graduate retrainee of the pilot tailor-made shoe-making operator course, who was then undergoing OJT at a shoe-making company, complained that the course was not practical and participants learnt little about shoe-making. The

complainant was dissatisfied that retrainees were assigned to duties such as label pasting and manual handling of goods, which were unrelated to core shoe-making operations. He thought that the OJT was not useful and only served to provide cheap labour for the shoe-making company.

ERB's Response to the First Press Report

4.20 Following publication of the 7 July press report, senior officials of ERB and CLITA promptly visited the factory on the same day and interviewed the factory management, CLITA's instructors and several retrainees to seek their feedback on the course. These on-the-spot interviews largely confirmed that Company A had hired graduate retrainees of the course at market rates and arranged for them to work in different posts on the assembly line as specified in the course proposal.

4.21 Company A further explained to ERB that label pasting was a necessary part of the assembly process. The company used label pasting as a test to gauge the efficiency of the workers and the products were not meant for export. As for the allegation that retrainees had been deployed to perform manual labour duties, the company admitted that the retrainees had indeed been asked to assist in moving production materials which had been relocated from its factory in the mainland to Hong Kong. It emphasized, however, that these were only temporary working arrangements as the San Po Kong factory was then not yet in full-scale production pending the issue of factory registration certificate by the Trade Department. [Note : The factory had to obtain this certificate before its products could be exported with the label "Made in HK". The factory was issued a factory registration certificate on 9 July 1999.] In this connection, ERB confirmed that the graduate retrainees were "employees" of the factory during the period of OJT and as such they were subject to any deployment decisions made by the factory management.

4.22 ERB considered that the complaint primarily arose from the complainant's own misunderstanding and false expectation on the job. It explained that applicants for the course had been told by CLITA at the recruitment seminar that the course was designed to train up operators to fill various vacancies on the sports shoe shape-formation assembly line of Company A and not to train them as all-round shoe-makers or shoe-repairers. ED of

the ERB Executive Office had interviewed the complainant on the spot and responded to his complaint along similar line. The complainant was satisfied with the explanations given and indicated that a written reply to his letter of 28 June 1999 was not necessary.

4.23 ERB also arranged for two reporters of the newspaper to visit the factory on 8 July to see it actual operation and to interview the graduate retrainees working there. The reporters were shown the facilities of the factory and the working arrangements on the assembly line.

The Second Press Report

4.24 On 15 July, a second press article was carried in the same newspaper about another complaint from the same complainant alleging that ERB had disclosed his identity to CLITA and consequently he had been prejudiced against by the CLITA's instructors and had not been assigned with any duties. He alleged that he had no choice but to tender his resignation.

ERB's Response to the Second Press Report

4.25 The allegation was again refuted by ERB which emphasized that as a matter of policy, the particulars of a complainant would not be disclosed to any third party without his consent. ERB gathered that the press article of 7 July carried a photograph of the complainant (with his eyes covered but with his moustache clearly shown) and details of his complaint and that, being the only retrainee in that in-take who wore a moustache, he was easily identified.

Further Site Visit

4.26 On 19 August 1999, representatives from the ERB Executive Office conducted another site visit to the factory to collect retrainees' feedback on the course and the OJT. By then, retrainees were already undergoing their third month of OJT and only seven retrainees remained in the class. Their feedback, as recorded by the visiting officers in the site visit report, are summarized as follows -

(a) They were generally satisfied with the progress of the

course and found the skills acquired useful to their jobs. They all considered that OJT was essential to upgrade their skills.

(b) They were generally pleased with the guidance and assistance of the CLITA's instructors. Some, however, thought that one of the instructors had spent most of his time on management duties like liaison with the company and CLITA and not on teaching them the necessary skills.

(c) Two Grade C workers were not happy with their wage and working environment.

(d) One Grade C worker queried the fairness of the grading system in that there was, in his opinion, a lack of objective assessment system.

Placement Results

4.27 18 retrainees successfully completed the PET and 17 of them were offered employment by the factory. 11 retrainees accepted the offer and proceeded to OJT while the other six rejected the offer. The placement rate was 61.1% (11/18) which fell short of the TAR of 70% expected by ERB. Of the six retrainees who turned down the employment offer, one did so because of low wage and two because of poor working environment. Two found other jobs and the remaining one claimed to have developed an allergic condition to the odour of glue. Of the 11 retrainees who proceeded to three months of OJT, only seven completed the OJT while four left during their OJT. Of the four retrainees who had left during their OJT, one found another job in a supermarket, one started a self-employed job while the other two considered that they were underpaid. This Office had enquired on the income of these four retrainees after the change of jobs but apparently such information was not collected by the ERB Executive Office.

Course Evaluation

<u>Retrainees' Evaluation</u>

4.28 Only 16 out of the 18 graduate retrainees completed and returned the course evaluation forms provided. Their evaluations were summarized by CLITA in the form of raw statistical data and a copy of the summary, which is reproduced at **Annex XX**, was submitted to ERB.

Employer's Feedback

4.29 Company A had, in a letter written in late November 1999 to CLITA which was copied to ERB, confirmed the usefulness of the course in resolving its manpower shortage problem, fostering the local shoe-making industry and creating new job opportunities for local workers. It also expressed its appreciation to CLITA and ERB for their joint efforts in organising the course. The shoe manufacturers' association also wrote to this Office in mid January 2000 expressing similar opinions.

Course Evaluation by CLITA

4.30 CLITA reported the KPIs of this course as follows -

KPI	**Ratio**	**Percentage**	**TAR**
Capacity utilisation rate	20/18	111%	80%
Attendance rate	18/20	90%	80%
Placement rates			
Overall	17/18	94.4%	80%
In relevant industry	11/18	61.1%	-
At designated employer	11/18	61.1%	70%
Retention rates			
Overall	10/18	55.6%	-
In relevant industry	7/18	38.9%	-
At designated employer	7/18	38.9%	-

4.31 CLITA submitted to ERB a course evaluation report in early August 1999, and this was provided to this Office for reference. The report provided a brief account of the daily training activities of retrainees. As the details of some of the

daily training activities were not recorded, this Office had requested for a more detailed course evaluation report. This Office received a copy of CLITA's second course evaluation report in early September 1999. This second report contained more comprehensive information on the daily training activities during PET and the first three weeks of the OJT up to 6 July 1999. At the end of the report, CLITA made the following observations -

(a) As the factory at San Po Kong was new and had not undergone actual production, most of the machinery did not operate normally. As a result, practice time during PET and OJT was accordingly reduced.

(b) The company had no full-time production management staff stationed in the factory during the PET. Instead, the company had only appointed one of the more capable graduate retrainees as the factory manager at the commencement of the OJT.

(c) There were no cleaners or workmen employed in the factory. As a result, daily cleaning and other miscellaneous tasks had to be done by the instructors and retrainees themselves.

(d) There were not enough packaging staff at the beginning of the OJT. Retrainees had to take up packaging work instead of training on the assembly line.

(e) There were not enough orders for the factory and the actual production was only half of the original target figure.

(f) The conveyor belt between the factory on 10/F and the warehouse on 11/F of the same building was not installed in time. Instructors and retrainees had to shuttle between the two floors transporting raw materials and finished products.

4.32 At the VMSC Meeting on 10 August 1999, ERB Executive Office reported that the capacity utilisation, attendance and

placement rates of the pilot course were 111%, 90% and 61% respectively. It was also reported that a second similar course with similar course budget as the pilot course had already been approved by the ERB Executive Office for running in the third quarter of 1999.

THE SECOND TAILOR-MADE SHOE-MAKING OPERATOR COURSE

Course Development

4.33 In May 1999, a shoe-making company (hereinafter referred to as Company B), also a member of the shoe manufacturers' association, approached ERB for assistance in training a batch of 19 local operators for its newly established assembly line in Tsuen Wan for the production of boots. The company management met representatives of ERB and CLITA in early June 1999 to discuss details of the proposed course. Soon afterwards, CLITA submitted to ERB a course proposal which were modelled closely on that of the pilot course held in early May.

Course Vetting and Approval

4.34 During vetting, ERB successfully secured Company B's agreement to raise the salaries of workers to the same level as that offered by Company A and to absorb the cost of $46,988 for the shoe materials to be consumed during PET. In the normal course of event (see para. 3.12), the outcome of the pilot course should be reported to and reviewed by the then VMSC before deciding whether the second course should proceed. However, in view of the urgency expressed by Company B in conducting the course as soon as possible in order to meet delivery deadline, the ERB Executive Office had in late June exceptionally endorsed the running of this course without reverting to VMSC for a review.

4.35 In view of the adverse press report on the first course published in early July (see para. 4.19), the ERB Executive Office wanted to defer a decision on the second course to allow VMSC to review the outcome of the pilot course. However, the employer had at about the same time written to ERB urging for an early commencement of the course. In view of the urgency expressed by the company and its promise to honour the pay package agreed, the ERB Executive Office reaffirmed in late July its earlier

approval in late June to conduct this course. To avoid misunderstanding giving rise to complaints similar to the one received during the pilot course, the ERB Executive Office directed that CLITA should explain clearly to applicants of the second course the exact contents of the training and the wages anticipated being offered. CLITA was also requested to pay more attention to the needs of graduate retrainees undergoing OJT and to alert ERB at the first available opportunity of any problems.

4.36 CLITA was formally informed of the approval of this course on 23 July 1999. The approved course budget was $302,008 which included a recurrent training cost of $62,008, retraining allowance of $120,000 and OJT allowance of $120,000. The average cost per retrainee was $15,100, as compared to the $18,969 of the pilot course.

4.37 On 2 August 1999, ERB, CLITA and Company B signed a letter of intent which laid down the rights and obligations of the three parties concerned towards the course and the OJT (Note : no letter of intent was signed for the first course). The letter of intent, a copy of which is at **Annex XXI**, required, inter alia, -

(a) CLITA to conduct a 20-place tailor-made shoe-making operator course to consist of six weeks of PET and to provide guidance and counselling to the placed retrainees for three months during which they would receive OJT at the factory of Company B;

(b) ERB to provide an OJT allowance of $2,000 per month during the period of OJT;

(c) Company B to employ at least 70% of the graduate retrainees to fill vacancies (two for Grade A, 12 for Grade B and five for Grade C) at its factory with wages, bonus and allowance payable for the first six months of employment at prescribed rates, which incidentally were identical to that offered by Company A in the pilot course (see Appendix III to Annex XXI), were also prescribed; and

(d) Company B to provide designated staff responsible for the training of the placed retrainees during OJT to enhance their skills.

4.38 There was also an express proviso in the letter of intent to the effect that if Company B failed to fulfill the obligations laid down in the letter of intent, ERB reserved the right to reclaim all costs incurred for this course.

4.39 A recruitment exercise was carried out on 3 August 1999. A relevant advertisement is at **Annex XXII**. Some 70 applicants turned up for interview and 20 of them were selected for enrolment. The contents of the second course were very similar to those of the pilot one, comprising six weeks of PET to be followed by three months of OJT. The familiarization visit to the mainland factory was, however, shortened to one week and the attachment training in the local factory was correspondingly lengthened to four weeks. The PET of this course was conducted between 9 August and 18 September 1999 and the OJT was conducted between 20 September and 19 December 1999.

Course Monitoring

4.40 The Marketing Manager of the ERB Executive Office visited the retrainees at the Tsuen Wan factory on 3 September 1999, at the end of their fourth week of PET. By then, three retrainees had dropped out and 17 remained in the course. He was met by two representatives from CLITA, the factory manager and the two CLITA instructors on spot. The factory manager was not content with CLITA's method of teaching. He considered that it would be more effective for retrainees to receive specialized training on one single aspect of the whole boot manufacturing process as such would minimize product wastage and improve productivity. However, most of the retrainees were pleased with the arrangements of CLITA/ERB and the performance of the CLITA instructors who insisted that the retrainees should be given an opportunity to learn about the full range of manufacturing process, as required in the original proposal. It was noted by CLITA/ERB that there were some management problems in the factory such as machinery failure, mismatch in the supply of materials and shoe lasts which had hindered retrainees' learning progress.

4.41 ERB representatives visited the factory again on 6

September 1999 to meet and talk to retrainees. They noted that retrainees were generally pleased with the arrangements of CLITA/ERB and were critical of the interference the factory management exerted on the CLITA instructors. During the subsequent discussion with the factory manager, the ERB officials learnt that the factory manager was not satisfied with CLITA's training method and insisted that the mode of training should have been directed at the factory's production needs, i.e. specialization for individual retrainee.

4.42 ERB and CLITA representatives visited the factory again on 7 September 1999 and had a discussion with the company management. The company management took the opportunity to re-affirm its position that the retrainees would be more productive if they were trained on a single process only. They therefore requested the replacement of the instructor who insisted on adhering to the approved course proposal. In consideration of the need to cater for the employer's specific requirements for tailor-made retraining courses, ERB and CLITA representatives eventually acceded to the employer's request and replaced the instructor. In return, the company management promised to improve working conditions by rectifying all known machinery and other related operational problems. CLITA was reminded by ERB to monitor the situation closely and to report the progress of the retrainees regularly.

4.43 Senior ERB officials visited the factory again on 9 September 1999 to obtain a better understanding of the progress of the course and to collect feedback from the retrainees. They met with the retrainees and encouraged them to provide feedback to CLITA/ERB. ERB also noted that the factory management had taken positive steps, as promised, to rectify all operational problems identified in earlier site visits.

Placement Results

4.44 ERB representatives conducted another site visit to the factory on 20 September 1999, the commencement date for OJT of this course. 17 retrainees completed the PET but Company B offered jobs to only 11 of them. In the end, 10 were employed, all as Grade B workers. The placement rate was 58.8% (10/17) which fell short of the TAR of 70% prescribed in the letter of intent (see para. 8 of Annex XXI). Of the 10 retrainees who proceeded

to three months of OJT, only one completed the OJT while nine left during their OJT. This Office had enquired on the reasons for the resignation of the nine retrainees who had left during their OJT and their income after the change of jobs but apparently such information was not collected by the ERB Executive Office.

Course Evaluation

Retrainees' Evaluation

4.45 All 17 graduate retrainees completed and returned the course evaluation forms. A summary of retrainees' evaluation of the course compiled by CLITA is at **Annex XXIII**. Some retrainees remarked that the machinery for practice and guidance from the factory management were insufficient.

Course Evaluation by CLITA

4.46 CLITA reported the KPIs of this course as follows -

KPI	Ratio	Percentage	TAR
Capacity utilisation rate	20/20	100%	80%
Attendance rate	17/20	85%	80%
Placement rates			
Overall	14/17	82.4%	80%
In relevant industry	10/17	58.8%	-
At designated employer	10/17	58.8%	70%
Retention rates			
Overall	15/17	88.2%	-
In relevant industry	5/17	29.4%	-
At designated employer	1/17	5.9%	-

4.47 In the course evaluation report submitted to ERB, CLITA summarized the feedback from retrainees and the employer and provided its own feedback on the course as follows -

(a) Retrainees considered that the factory management was too harsh on them and that there was no clearly defined

target for product quality. They also thought that their wages was on the low side.

(b) The employer thought that CLITA/ERB assistance had greatly facilitated the relocation of its assembly line to Hong Kong and improved communication between factory management and the retrainees. The PET and OJT provided retrainees an opportunity to acquire a more in-depth understanding of the relevant production processes and requirements. However, the employer considered that training on soft skills, such as communication skills, work attitudes, work ethics, teamwork, etc., should be strengthened.

(c) As the factory at Tsuen Wan was new and had not undergone actual production, most of the machinery did not operate as well as originally expected. Also, there was a mismatch of the uppers, soles and shoe lasts.

(d) The factory management requested immediate production at the third week of PET. According to the course proposal endorsed by ERB, CLITA was to teach retrainees of the various shape-formation operations on the assembly line during PET. However, the teaching plan was changed to teach retrainees on a single operation at the insistence of the company.

(e) After the PET and OJT, retrainees were just able to reach 50% of the skills level of experienced workers.

ERB'S OVERALL EVALUATION OF THE TWO SHOE-MAKING COURSES

4.48 ERB considered that the two courses succeeded in achieving its objectives of assisting the employers concerned in re-establishing their shape-formation assembly lines in Hong Kong through the provision of trained workers and at the same time creating employment opportunities for the unemployed.

4.49 In ERB's opinion, the success of the two courses was

proved by their high attendance rate (90% and 85% for the first and second course respectively) and overall placement rates (94.4% and 82.4% for the first and second course respectively). Upon completion of PET, 21 graduate retrainees (11 for the first course and 10 for the second course) proceeded to OJT and 12 graduate retrainees (7 for the first course and 5 for the second course) were retained in the industry upon completion of their OJT. They served as skeleton staff of the assembly lines. As a result, both companies had gradually expanded their scales of production in Hong Kong and had now recruited about 90 local workers including the retrainees. These workers would not have such job opportunities without the provision of these tailor-made courses. OJT as a crucial part of the course, had proven to be useful too. Most of the graduate retrainees had since been promoted to supervisory level and their wages raised in recognition of their improved performance.

4.50 This Office has compared the wages earned by the seven graduate retrainees of the first shoe-making course at the commencement of and upon completion of their OJT (Note : these seven retrainees had remained to work for the factory after their OJT). The results are tabulated at **Annex XXIV**. It can be seen from the table that their average wages (excluding bonus and allowances) on the commencement of OJT were $4,571 per month and were increased to $6,143 per month upon completion of their OJT. The average increase was $1,572 (6,143-4,571) or 34.4% (1,572÷4,571×100%).

TAILOR-MADE SOYA BEAN PRODUCTS WORKER COURSE

Course Development

4.51 To alleviate the manpower shortage problems facing the soya bean products (SBP) manufacturing industry, discussions between a SBP manufacturers' association and Yan Oi Tong (YOT), a community service organisation in Tuen Mun, resulted in the development by YOT of a SBP worker course. The course was tailor-made for 13 participating members of the association, which had a total of 35 vacancies. It was organised with a view to training up local workers to meet the manpower needs of the participating members who had earlier applied to the Labour Department for imported labour under the Supplementary Labour

Scheme. In ERB's opinion, such jobs would not normally attract local workers because of remote working location, relatively unpleasant working environment and long working hours. In August 1999, YOT submitted to ERB for approval a course proposal and budget. It was proposed that the course, with a class size of 25, should consist of a three-day (seven hours per day) PET followed by three months of OJT. During the PET, to be held at YOT, training would be provided to enable retrainees to acquire knowledge on SBP production processes and on such related subjects as soft skills (such as communication skills, work ethics, teamwork, etc.), labour laws and occupational safety. Upon completion of PET, selected retrainees would be employed by the participating companies and proceed to the three-month OJT at their plants. YOT staff would pay regular visits to the retrainees at their workplaces to provide the necessary guidance and counselling.

4.52 The association agreed that its participating companies would employ at least 70% of the graduate retrainees. It also undertook that the participating companies would pay the retrainees at $4,500 for the first month, $5,500 for the second month and $6,000 for the third month during the OJT. On top of this, ERB would grant retrainees an OJT allowance of $2,000 per month during the same period. Thereafter and subject to satisfactory performance, the participating companies would continue to employ these retrainees and pay them monthly wages of $8,000. The association signed a letter of intent with ERB and YOT in which the above arrangements were clearly laid down.

Course Vetting and Approval

4.53 YOT proposed a course budget of $190,039, including $14,000 for course promotion and publicity and $150,000 in OJT allowance for retrainees. Excluding these two cost elements, the recurrent training cost was assessed at $26,039 or $49.6 per retrainee hour ($26,039÷25÷21).

4.54 The ERB Executive Office noted that there were at that time about 80 vacancies in the SBP manufacturing industry and considered the course useful in meeting the industry's manpower needs. However, it considered that the proposed average cost per retrainee hour of $49.6 was too high and should be lowered to about $45. A discussion paper containing CADD's comments and

recommendations was circulated to VMSC Members for consideration in early September 1999.

4.55 VMSC Members agreed that the unit training cost should be lowered. As one Member thought that the proposal lacked details of the OJT scheme, ERB Executive Office had further discussions with YOT. In the end, the unit cost of the course was reduced to $41 and YOT provided, as requested, detailed information on the proposed OJT scheme. A second discussion paper containing the revised course proposal and budget was discussed and endorsed at the VMSC Meeting held on 14 October 1999. YOT was informed of the approval of the course on 1 November 1999 at an approved budget of $178,450, with $150,000 in OJT allowance for eligible retrainees.

Placement Results

4.56 About 60 persons showed up during the recruitment seminar held at YOT, and 25 applicants were selected for enrolment. The PET part of the course was conducted from 15 to 17 November 1999 and was followed by a three-month OJT, which commenced on 18 November 1999 and finished on 17 February 2000. Of the 25 selected applicants, only 23 turned up on the first day of the training and all of them completed the three-day PET. 17 retrainees were successfully placed into relevant employment in various SBP manufacturing plants. The capacity utilisation, attendance and placement rates of the course were 92% (23/25), 100% (23/23) and 74% (17/23) respectively.

Course Monitoring and Evaluation

4.57 The course evaluation report submitted by YOT revealed that ten placed retrainees resigned after the first day of OJT. Three more resigned during their OJT and only four managed to complete the three-month OJT. Discounting the ten retrainees who resigned after the first day of OJT, the placement rate was only 41.2% (7/17) while the retention rate was only 23.5% (4/17). Those who left without completing the OJT cited remote working location, compulsory overnight stay in workplace, lack of interest in working in the industry and other unfavourable working environment as reasons for their resignations. ERB Executive Office explained that it has ventured to pilot-run this course in the hope that at least a few local workers might be willing

to enter and stay on the jobs to serve as core workers to help the employers maintain a minimum level of operation as well as to weaken their case for applying for imported workers. The ERB Executive Office has thus been more flexible in offering this pilot course.

4.58 During OJT, YOT staff paid regular visits to the retrainees to monitor their progress and to provide guidance and counselling, where necessary. ERB representatives also visited four retrainees working for two separate employers during OJT. YOT staff reported that the employers they met were in general supportive of the course and satisfied with retrainees' overall performance.

4.59 In an effort to lower the resignation rate during OJT, YOT suggested to ERB that the three-day PET should be extended to five days in order to provide the retrainees with more detailed information on the job nature and working environment.

5

RELEVANT IMPROVEMENT MEASURES BY ERB

INTRODUCTION

5.1 This Chapter gives an account of an on-going three-year strategic plan implemented by ERB to strengthen its work and to make it more responsive to market needs. The specific improvement measures in course administration and development adopted/introduced by ERB since the receipt of the complaint in connection with the first tailor-made shoe-making course will also be described in this Chapter.

A THREE-YEAR STRATEGIC PLAN AND ITS IMPLEMENTATION

5.2 ERB promulgated in November 1998 a three-year strategic plan containing a series of initiatives and work plans on six strategic areas (see para. 2.18 and Annex II). ERB was prepared to, inter alia, -

(a) review evaluation system and performance indicators for TBs;
(b) review selection criteria of TBs and retraining centres;
(c) standardise and modularise retraining courses;
(d) include soft skills training, information technology and vocational language training in each course;
(e) seek recognition of retraining courses;
(f) issue and update course administration and accounting manuals for TBs;
(g) establish course steering groups and sectoral advisory

committees; and to

(h) enhance communication and strategic partnership with TBs.

5.3 According to ERB, it has made considerable progress on the implementation of the above initiatives. On item (a), CDC has promulgated the mechanism (see para. 3.18 and Annex X) and performance indicators (see para. 3.22) for evaluating the performance of individual course and TB. On item (b), CDC has promulgated a set of selection criteria for TBs (see para. 3.39 and Annex XVI) and retraining centres. On item (g), the ERB Executive Office has set up CSGs and TAGs for major categories of courses (see paras. 2.32 to 2.36). On item (h), the ERB Executive Office has held regular AHMs with TBs to further improve communication (see para. 2.30). Items (c) and (d) are currently being worked out by CSGs with good progress reported by ERB.

5.4 On item (e), ERB is adopting a two-pronged approach to achieve this target. On one hand, in conjunction with the Vocational Training Council and ERB, the Education and Manpower Bureau is studying the feasibility of creating a local vocational skills qualifications scheme so that retrainees can be assessed accordingly. On the other hand, ERB is examining the standardisation of retraining courses and development of an internal common assessment system for assessing the standard of graduate retrainees.

5.5 On item (f), draft course administration and accounting manuals, which were prepared by a consultancy firm, were submitted to ERB in early 1999. The aims of ERB in these areas are such that the accounting procedures prescribed in the accounting manual would be fully implemented by mid 2000 while the course administration procedures prescribed in the course administration manual would probably be implemented by late 2000 following the completion of the computerization project for TBs.

THE REVIEW ON THE CONDUCT OF TMCs

5.6 At a VMSC Meeting held on 10 August 1999, Members considered a discussion paper submitted by the ERB Executive Office on the complaint lodged by a graduate retrainee of the first shoe-making course and related press reports. While the

Executive Office considered that the capacity utilisation and attendance rate of the course were satisfactory, it acknowledged retrainees' reservations on course performance, in particular on areas such as practicality, pace, quality of instructors and adequacy of training facilities (see Annex XX). CLITA had admitted that there was room for improvement on the pilot course. To better coordinate efforts by ERB, TBs and employers in the delivery of TMCs, the VMSC accepted the following improvement measures proposed by the ERB Executive Office -

(a) A set of detailed guidelines for organising TMCs should be compiled for the reference of TBs. The guidelines should include requirements and conditions governing the design, offer, supervision and monitoring of such courses.

(b) A formal Memorandum of Understanding (MOU) specifying the respective rights and obligations of ERB, TBs and the employers involved should be signed by all parties concerned. The MOU should cover the agreed arrangements of the courses and related OJT schemes.

5.7 Pursuant to this decision, the ERB Executive Office proceeded to set up a "Working Group on Review of Tailor-made Courses" to work out the details. After two meetings, on 25 August and 29 September 1999 respectively, the Working Group proposed the following measures to improve arrangements and procedures for the delivery of TMCs and OJT schemes -

(a) the mechanism for the reporting, monitoring and evaluation of TMCs should be improved;

(b) regular site visits to every TMC training venues should be conducted by ERB and the TB concerned and the findings from such visits should be documented to facilitate subsequent course evaluation;

(c) the soft skills training in TMCs should be strengthened to improve the working attitude of retrainees; and

(d) retention surveys should be conducted by the TB concerned on all TMCs.

5.8 The recommendations of the Working Group together with the draft guidelines and MOU were discussed and endorsed by the then VMSC at its meeting on 14 October 1999. In early November 1999, ERB promulgated the "Guidelines for TB's Application for Tailor-made Course" (hereinafter referred to as the Guidelines). The Guidelines incorporated the above improvement measures as well as the format of the MOU and the report forms to be used. A copy of the Guidelines and the covering CADD Circular is at **Annex XXV**.

6

OBSERVATIONS AND OPINIONS

INTRODUCTION

6.1 This Chapter sets out this Office's overall observations and opinions formed as a result of our investigation into the mechanism through which ERB discharges its course administration and development functions and some of the problems arising therefrom.

COURSE DEVELOPMENT AND VETTING

Vetting of Retraining Courses

6.2 ERB has stipulated a set of information to be provided by applicant TBs in their course proposals and a set of vetting criteria against which these proposals are evaluated (see para. 3.7 and Annex VII). This Office has studied in detail the set of information sought and the vetting criteria adopted and is satisfied that they have in general reflected the requirements and standard expected.

Vetting of OJT Schemes

6.3 This Office has looked into the related OJT schemes for the three TMCs described in Chapter 4. While we note that the terms and conditions of work for graduate retrainees were clearly spelt out in the course proposals for the two shoe-making courses, there was no mention in these documents of the details of the OJT to be provided except that CLITA was required to provide the necessary guidance and counselling to graduate retrainees during this period (see para. 4.6). Details of the OJT to be provided by the sponsoring employers to the graduate retrainees, such as the daily/weekly training schedule, the training

facilities, the trainers responsible, etc, were completely lacking. For the SBP worker course which had a three-day PET and a three-month OJT, it was only upon the request of a VMSC Member that the ERB Executive Office proceeded to obtain from the TB concerned a more detailed OJT training schedule (see para. 4.55).

6.4 This Office has also examined the TMC Proposal Form in the Guidelines (see Appendix I to Annex XXV) and noted that this Form has not been designed to solicit detailed training information on the OJT schemes. Absence of information made it difficult to ascertain whether the proposed OJT would supplement the PET in improving the skills level of graduate retrainees (see para. 3.9(a)) and whether OJT was in fact being systematically provided with sufficient guidance and supervision from both the TB and the sponsoring employer(s) concerned (see para. 3.9(b)).

6.5 This Office considers that a detailed OJT training programme is important not only for vetting purpose but can also serve to -

(a) ensure that all parties involved in the delivery of the OJT, in particular the sponsoring employers, fully understand their duties and obligations;

(b) facilitate subsequent monitoring of the progress of the OJT in accordance with the agreed programme; and to

(c) enable subsequent evaluation of the performance of the OJT scheme.

6.6 For the above reasons, we consider that ERB should request applicant TBs to provide more OJT information in their applications. This could be done easily by revising the application forms to include specific details for OJT schemes and to issue guidance notes to ensure that all essential information would be included in the application.

COURSE APPROVAL AND REVIEW

6.7 This Office has looked into the Course Approval

Procedures laid down by CDC (see Annex VIII) and compared them with the actual procedures adopted by ERB in the vetting and approval of the three TMCs described in Chapter 4. While satisfied that the procedures were being followed by ERB in general, we have, nevertheless, noted some deviations from the prescribed procedures, which we considered to be significant enough to discuss here.

Approval of Pilot Courses and Review By CVSC

6.8 According to para. 1.7 of the Course Approval Procedures (see Annex VIII), the performances of new courses approved by CVSC on a pilot basis have to be reported to and their effectiveness evaluated by CVSC. Only when CVSC is satisfied with the performance of a pilot course will it delegate authority to approve the running of subsequent similar classes to the ED/SDED of the ERB Executive Office (see para. 3.12).

6.9 The PET of the pilot shoe-making course commenced on 3 May 1999 and finished on 12 June 1999. From the information made available to this Office, we note that the ERB Executive Office had in mid July 1999 approved the conduct of a second tailor-made shoe-making operator course. However, it was only on 10 August 1999 that the ERB Executive Office reported the outcome of the pilot course to the then VMSC. In other words, approval of the second course was made ahead of the VMSC meeting to review the pilot course. In response to our request for clarification, the ERB Executive Office explained that the authority for its approval for the second course was given in accordance with para. 2.1 of the Course Approval Procedures which authorize ED/SDED to approve the conduct of courses already endorsed by VMSC/CVSC.

6.10 We are not convinced by this explanation. Given the important role of CVSC in monitoring course performance, we believe that CVSC's review of pilot courses and its authority over the conduct of retraining courses should not be eroded by para. 2.1. If it is considered expedient for ED/SDED of ERB Executive Office to be given the discretion to approve the conduct of subsequent classes of new courses in certain circumstances, then such circumstances under which delegated authority can be exercised should be clearly spelt out in writing and the exercise of such discretion should be duly reported to CVSC for endorsement

as soon as possible afterwards. We consider that the apparent inconsistency of paras. 1.7 and 2.1 of the Course Approval Procedures should be clarified and removed as a matter of urgency. Indeed, contrary to the requirements laid down in para. 1.7 of the Course Approval Procedures, our scrutiny of the minutes of VMSC/CVSC Meetings has failed to identify any delegation of authority to the ERB Executive Office to approve the conduct of subsequent classes of any pilot courses.

6.11 This Office has also examined the way in which CVSC reviewed the performance of pilot courses, including the pilot tailor-made shoe-making operator course. We have gone through relevant discussion papers submitted by the ERB Executive Office to VMSC/CVSC and minutes of VMSC/CVSC Meetings held in 1999. In most cases, we note that ERB Executive Office had merely reported to VMSC/CVSC general progress and relevant KPIs (i.e. the capacity utilisation, attendance and placement rates) of these courses. Course performance was almost invariably evaluated by ERB Executive Office against the relevant KPIs and TARs. There was little mention in the discussion papers of the feedback from retrainees, TBs and, where available, employers involved with the courses. Nor were suggestions for course improvement adequately discussed by VMSC/CVSC. From the information available to this Office, VMSC had only conducted site visits to two retraining courses in 1999 (see para. 3.15).

6.12 In view of the foregoing, we consider that -

(a) there has been inadequate review and monitoring of pilot courses by CVSC; and

(b) para. 1.7 of the Course Approval Procedures which lays down the review mechanism by CVSC and delegation of authority to the ERB Executive Office to approve the conduct of subsequent similar courses has not been followed.

Changes to Approved Course Contents and Budget

6.13 Para. 3.1 of the Course Approval Procedures provides that all retraining courses should be conducted in accordance with the approved course proposal and budget and that prior

approval in writing by ERB must be obtained for all subsequent amendments.

6.14 This Office, however, has noted the following deviations from the approved course proposal for the second shoe-making course -

(a) The two-week attachment training in the Mainland factory stated in the approved course proposal and the course advertisement had been shortened to one week (see para. 4.39).

(b) The different salary scale points to be awarded to graduate retrainees with different skill gradings as agreed in the approved course proposal and the signed letter of intent were eventually scrapped and replaced by a flat salary scale point (see para. 4.44).

(c) The approved course proposal, course advertisement and the signed letter of intent had all stated clearly that retrainees would be taught the various shape-formation processes on the assembly line. However, ERB/CLITA had in the third week of PET acceded to the employer's request to concentrate the training on a single process only (see para. 4.42).

6.15 From the course records submitted to this Office, we found no documentation that these changes had been properly justified and approved by ERB or its Executive Office.

COURSE MONITORING

Monitoring of TMCs and OJT Schemes

6.16 This Office has studied ERB's site visit reports on the two shoe-making courses. We note that ERB inspecting officers had, in their site visit report of 2 June 1999 on the first shoe-making course, recorded that the facilities and set-up of the factory were adequate (see para. 4.13(a)). The machinery problems were briefly mentioned in the report. This contrasted

very sharply with CLITA's relevant evaluation report which revealed a number of problems associated with the facilities and the physical set-up of the factory. These problems included the lack of adequate production management staff, maintenance staff, packaging staff and menial staff (e.g. cleaners, workmen) stationed in the factory, the conveyor belt not being ready for use in time and insufficient production orders (see para. 4.31).

6.17 This Office notes that these problems had affected the smooth delivery of the training. It was a pity that the inspecting officers had not been able to detect and rectify these problems at an earlier stage. This incident has pointed to the need for ERB to maintain closer contact with TBs, sponsoring trade associations and employers on the preparation work for administering the OJT schemes and tighter monitoring of the delivery of these schemes.

6.18 This Office is pleased to note that ERB has since November 1999 decided to conduct regular site visits to TMCs and OJT schemes and to better document their findings (see para. 5.7(b)). It is hoped that the findings from these inspection visits would provide useful pointers for course evaluation and review by the ERB Executive Office as well as by CVSC.

Monitoring of Other Retraining Courses

6.19 Due to resources constraints, ERB Executive Office only conducts site visits to retraining centres and TBs selectively, when complaints were received or irregularities reported (see para. 3.16). This inspection scheme is frankly inadequate. In order to monitor the quality of the retraining courses conducted by its TBs, ERB should put in place more systematic and comprehensive course inspection schemes covering different types of retraining courses. ERB is ultimately accountable to the public for the use of the Employees Retraining Fund and the quality of its retraining courses. ERB must not absolve itself from its fundamental duty of ensuring that quality retraining courses are provided at reasonable costs. Nor should it rely solely on the goodwill of TBs in performing this duty on its behalf. While resource considerations are important, this Office considers that ERB must strike a good balance and should consider ways of stepping up its course inspection work. Inspection strategies should be worked out for categorising and

determining the methodology, frequency and contents of different types of inspection visits targeted for different types of retraining courses and TBs.

6.20 This Office further notes that the site visit reports used by ERB (see Annex IX) did not contain a checklist advising the inspecting officers on what to look for during these visits. We understand that at present no guidelines or instructions exist for officers performing course inspection duties. To enhance the effectiveness of site visits, this Office considers that ERB should draw up appropriate guidelines, instructions and checklists to assist its inspecting staff in carrying out their duties.

6.21 This Office is pleased to note that the newly established MASC will serve as an internal auditor and quality assurance agent in the monitoring of ERB's retraining courses (see para. 2.27). It is our hope that MASC will provide useful input in the above areas.

COURSE EVALUATION

Performance Indicators

Calculation of Capacity Utilisation Rate

6.22 This Office notes that the ERB Executive Office had in August 1999 reported to the then VMSC a capacity utilisation rate of 111% for the pilot shoe-making course (see para. 4.32). This calculation was based on the 20 retrainees enrolled divided by a full training capacity of 18 for that course (20÷18x100%). On checking, we noted from the relevant course proposal submitted by CLITA and discussion paper prepared by the ERB Executive Office that the class size proposed and subsequently approved by the then VMSC was 20 and not 18. On this basis, the correct capacity utilisation rate for the pilot shoe-making course should be 100% (20÷20×100%).

Calculation of Placement and Retention Rates

6.23 This Office has carefully examined how the retention figures on the two shoe-making courses (see paras. 4.30 and 4.46)

were arrived at by CLITA/ERB Executive Office and revealed the following discrepancies -

(a) the numbers of retrainees who had successfully completed the respective courses, were erroneously used as the denominators instead of the number of retrainees who had been successfully placed.

(b) the number of retrainees who were found in the retention survey to have secured sustained employment illogically exceeded the number of retrainees who were found in the placement survey to have been successfully employed.

6.24 We sought clarifications from the ERB Executive Office on these discrepancies. It admitted that mistakes had been made in that -

(a) the number of successfully placed retrainees, i.e. 17 and 14, should have been used as the denominators in the calculation of the relevant retention rates for the two courses; and

(b) the number of successfully placed retrainees in the second course should have been quoted as 15 instead of 14, such being the result of an omission of a self-employed graduate retrainee made by the relevant TB in its placement returns.

6.25 After the above adjustments, the placement and retention rates of the two courses should be -

PIs	First Course	Second Course	Total
Placement Rates			
Overall	94.4%(17/18)	88.2%(15/17)	91.4%(32/35)
In relevant industry	61.1%(11/18)	58.8%(10/17)	60.0%(21/35)
At designated employer	61.1%(11/18)	58.8%(10/17)	60.0%(21/35)

PIs	First Course	Second Course	Total
Retention Rates			
Overall	58.8%(10/17)	100.0%(15/15)	78.1%(25/32)
In relevant industry	41.2%(7/17)	33.3%(5/15)	37.5%(12/32)
At designated employer	41.2%(7/17)	6.7%(1/15)	25.0%(8/32)

6.26 To avoid repeating the same mistakes, this Office suggests that ERB should issue more detailed instructions on the definitions and method of calculation of the various PIs, with accompanying illustrations if necessary, for the reference of staff of ERB and TBs.

Definitions of Placement Rates

6.27 ERS is employment-led and placement-tied. Most full-time courses target the unemployed and graduate retrainees are offered follow-up placement services of three months. The placement rates of these courses remain one of the most important indicators of the success of the scheme as a whole. ERB has defined the overall placement rate of a retraining course as the number of graduate retrainees who have successfully secured employment within three months from the date of completion of the course divided by the number of retrainees who have successfully completed the course (see para. 3.27). Other more specific placement rates such as placement rate in relevant trades/industries and placement rate at designated employers are applicable to different types of retraining courses (see Annex XII).

6.28 This Office has noted that the term "employment" used for the purpose of the scheme is only loosely defined and that there is no criteria on -

(a) the minimum number of working hours to be worked per week; or

(b) the minimum duration of his employment;

before a graduate retrainee is officially considered as "employed".

6.29 Under current practice, a graduate retrainee who has worked for, say, five hours per week will still be regarded as "employed" and counted as "placed". Likewise, a graduate retrainee who has worked for a week and then quitted the job or who has since been fired would again be regarded as "employed" and counted as having been "placed" provided that such an employment took place within three months from the date of completion of the course. This created the anomaly of the SBP worker course as described in Chapter 4. In that case, some 10 out of 17 placed retrainees resigned after the first day of their employment (see para. 4.57), And yet under existing practice, they were still counted as having successfully been "placed".

6.30 This Office considers that the current definition is imprecise and is therefore unsatisfactory. In order that the various placement rates could better present an accurate and objective picture of the post-training employment situation, we consider that it would be advisable for ERB to introduce a set of more objective and measurable criteria that can be used in determining the meaning of the term "employment" used in defining the various placement rates.

Definitions of Retention Rates

6.31 Retention rate is an important performance indicator reflecting the competitiveness of the graduate retrainees in the labour market and their ability to secure sustained employment after completion of the course. ERB defined the overall retention rate as the number of retrainees who have succeeded to remain in employment after a specified period of time upon their graduation divided by the number of successfully placed retrainees from the same course (see para. 3.30). Similar to placement rates, other more specific retention rates such as retention rate in relevant trades/industries and retention rate at designated employers are applicable to different types of retraining courses (see para. 3.31).

6.32 As with placement rates, the same problems relating to the lack of a definition of "employment" (see paras. 6.28 and 6.29) are applicable here. For more effective evaluation, we see a need for ERB to introduce a more realistic definition of the term "employment" so that there can be a set of more objective and measurable criteria for defining the various retention rates.

6.33 We have further observed that in defining retention rates for the relevant trades/industries and designated employer (see para. 3.31), ERB has compared the number of retrainees who remained in employment in the relevant trades/industries and at the designated employer, with the number of retrainees who have been successfully placed (regardless of industry/employer). This comparison provides a distorted picture. We believe that it would be more meaningful and logical to make a comparison with the number of graduate retrainees successfully placed in the same industry. Likewise, the retention rate in the designated employer should be more appropriately redefined as the number of retrainees who remained in employment in the designated employer after a certain period of time divided by the number of retrainees successfully placed in the designated employer.

6.34 Applying the revised definitions, the retention rates as quoted by ERB in the table at para. 6.25 should appear as follows –

PIs	First Course	Second Course	Total
Retention Rates			
Overall	58.8%(10/17)	100.0%(15/15)	78.1%(25/32)
In relevant industry	63.6%(7/11)	50.0%(5/10)	57.1%(12/21)
At designated employer	63.6%(7/11)	10.0%(1/10)	38.1%(8/21)

Placement and Retention Surveys

6.35 Placement rate is one of the important KPIs. It is an established ERB policy that TBs are required to conduct placement surveys for all full-time courses held. Fairly comprehensive information was collected during these placement surveys (see para. 3.29 and Annex XIII). However, this Office notes that retention surveys on full-time courses were only conducted on an ad hoc basis and very limited information was collected (see para. 3.32). ERB explained that such surveys were labour-intensive and it would be difficult to conduct retention surveys on a full scale. Nevertheless, we note that ERB then decided in November 1999 to require TBs to conduct retention surveys on all

TMCs. While we appreciate that retention surveys will create additional workload for TBs/ERB, we believe that such surveys will provide important information for ERB to assess the longer-term effectiveness of retraining courses and the ERS as a whole. It is therefore imperative that ERB should formalize and extend the coverage of retention surveys to all full-time placement-tied retraining courses. This Office further notes that such information as the reasons for the change of occupation of placed graduate retrainees and their current income were not normally collected during the retention surveys. This Office considers that this information will provide useful inputs to ERB for evaluating the longer-term effectiveness of individual retraining courses and the ERS as a whole as well as formulating retraining policies. For these reasons, we suggest that ERB should collect more detailed information on the post-placement employment situation of its graduate retrainees during these retention surveys.

Publication of PIs

6.36 This Office notes in ERB's 1998/99 Annual Report that two placement rates have been quoted, namely an average placement rate of 68% for all full-time courses and 83% for TMCs (see para. 2.15), without defining what these rates mean. On seeking clarification, the ERB Executive Office advised us that both figures had been compiled without regard to the number of hours worked per week and the duration of the employment. Nor had consideration been given to the nature of the trades/industries in which graduate retrainees were employed upon graduation. This gives rise to the following anomaly. A graduate retrainee of a tailor-made security guard training course who, upon graduation, is employed on non-security related work at a fast food restaurant will be regarded as successfully employed and counted as "placed" by ERB. This Office considers that currently these placement figures do not reflect the reality of the post-training employment situation of graduate retrainees. To avoid misunderstanding, this Office considers that ERB should in its future Annual Reports -

(a) publish more specific placement rates which are applicable to different types of retraining courses (see Annex XII); and

(b) clearly define the different placement rates published.

6.37 This Office also notes that the Annual Report only published the above two placement rates as PIs, but had not included other PIs such as capacity utilisation and attendance rates for full-time, half-day and evening courses. (Note: placement rates are not applicable to non-placement-tied half-day and evening courses) For transparency and accountability, we suggest that ERB should consider publishing a fuller range of PIs than is currently provided in its Annual Reports.

Key Performance Indicators and Target Achievement Rates

6.38 To facilitate monitoring of course and TB performances, ERB used capacity utilisation rate, attendance rate and placement rate as the KPIs (see para. 3.33). Of these, capacity utilisation rate and attendance rates are used to measure cost efficiency while placement rate is used to measure course effectiveness. In addition, ERB has set down corresponding TARs for each of the three KPIs so that course and TB performances can be readily assessed against them (see para. 3.34). KPIs and TARs are crucial factors in ERB's deliberation on whether to provide funding for the conduct of subsequent courses.

6.39 In view of their importance, this Office has looked into the adequacy of KPIs and TARs for the different types of retraining courses offered by ERB. Our findings and observations are set out in the paragraphs below.

<u>Evening/Half-Day Courses</u>

6.40 For non-placement-tied evening/half-day courses, ERB has not stipulated any placement rates, but only monitors their capacity utilisation and attendance rates (see para. 3.33). Although ERB indicated that it would take account of retrainees' feedback in evaluating such courses, the absence of a system and methodology for collecting and analyzing retrainees' feedback (see para. 6.45 below) makes it doubtful how this had been done and how accurate and objective such assessment had been.

6.41 At present, ERB awards attendance certificates to

retrainees with 80% or above attendance rates. We have been told that some TBs administer end-of-course assessments/tests, but these assessments/tests are not standardized and attendance certificates are being awarded irrespective of assessment/test results. ERB explained that it was impracticable to administer common assessments/tests because similar retraining courses conducted by different TBs varied in course contents, course duration, etc. We are now pleased to note that ERB is working towards course modularisation and standardisation and common assessment of its courses (see para. 2.32(c)). This will effectively extend assessment/tests to evening and half-day courses, so that the effectiveness of these courses can be more objectively measured. We believe that common assessments/tests, once implemented, will also serve to strengthen public recognition of ERB's retraining courses.

Full-time Courses

6.42 In the context of KPIs and TARs, ERB has set a 70% TAR for the overall placement rate of full-time courses and a 80% TAR for the overall placement rate of TMCs (see para. 3.34). For the three TMCs described in Chapter 4, in addition to the overall 80% placement rate, ERB secured agreement from the sponsoring employers to achieve a 70% target placement rate (see paras. 4.9, 4.37(c) and 4.52). Other than this, we note that no TARs have been set for other applicable placement rates (see Annex XII). To better monitor course performance, it appears logical to extend TARs to other applicable placement rates such as placement rate in relevant trades/industries for full-time job-specific skills courses.

OJT Schemes

6.43 This Office further notes that ERB has not set any KPIs or TARs for OJT schemes, nor undertaken any systematic analysis of the performance of such schemes. We believe KPIs and TARs will lead to better evaluation of the effectiveness of OJT. In our opinion, this can be done by, e.g. ascertaining whether graduate retrainees had achieved skill improvement, received increased wages or secured sustained employment after their OJT. We believe that these are useful indicators to measure the success or otherwise of OJT schemes.

6.44 As OJT allowances are granted to retrainees and these are substantial component of course expenditure for TMCs, there is a need to devise realistic KPIs and TARs to evaluate the effectiveness of OJT schemes objectively. Appropriate guidelines and instructions for measurements and evaluations will also need to be drawn up for the reference of TBs.

Evaluation of Retrainees' Feedback

6.45 This Office has examined the way in which CLITA analysed graduate retrainees' feedback on the two shoe-making courses. In effect, CLITA submitted to ERB a statistical summary of the retrainees' evaluation (see Annexes XX and XXIII) without attempting any quantitative or qualitative analysis. In fact we note that the evaluation forms focus more on matters of course delivery, rather than the effectiveness of the courses themselves. In response to our enquiry, the ERB Executive Office advised that it had not issued any guidelines and/or instructions to TBs on the analysis of the retrainees' feedback. As currently framed, the evaluation forms on retrainees' feedback are of limited use to ERB in assessing the effectiveness of the courses and whether they should continue. To enhance the usefulness of such evaluation, we suggest ERB to reconsider the whole matter with a view to drawing up appropriate guidelines and instructions for the systematic analysis of retrainees' feedback.

6.46 In our opinion, there are at least two methods in which retrainees' feedback could be more systematically analysed - percentage distribution of different grading and weighted scores awarded by retrainees. The operations of these two methods may best be illustrated by quoting from examples taken from the summary of the retrainees' evaluation of the first shoe-making course (see Annex XX). Retrainees' assessments on two items, namely practicality of the course (item 4) and convenience of training venue (item 7) are chosen as examples.

Percentage Distribution

(a) Practicality (item 4) - 37.4% (6 out of 16) of the respondents were satisfied, 31.3% (5 out of 16) considered it acceptable while the remaining 31.3% (5 out of 16) were not satisfied.

(b) Convenience of training facilities (item 7) - 18.8% (3 out of 16) of the respondents were very satisfied, 62.5% (10 out of 16) were satisfied while 6.3% (1 out of 16) considered it acceptable. Only 12.5% (2 out of 16) were not satisfied.

6.47 Some objective yardsticks can then be applied to identify favourable and unfavourable feedback and to suggest follow-up actions accordingly.

Average Weighted Scores

6.48 If a weight of 4 points is assigned to the assessment "very satisfactory", 3 points to "satisfactory", 2 points to "acceptable" and 1 point to "unsatisfactory", then the total weighted scores for practicality and convenience of training venue would be 33 and 46 respectively. After dividing the total scores by the number of respondents (16), the average weighted scores for the two items would be 2.1 (33÷16) and 2.9 (46÷16) respectively. The detailed calculation is shown at **Annex XXVI**.

6.49 When the average weighted scores of the two items are compared with the mean score of 2.5 marks, it can be seen that the score for practicality is below average while that for convenience of training venue is above average. Favourable and unfavourable feedback can then be readily identified and follow-up actions taken on those items with unfavourable average weighted scores.

Evaluation of Employer's Feedback

6.50 This Office has examined the ways in which feedback from the sponsoring employers of the two shoe-making courses were collected and analysed. We noted that the feedback given by the two employers had been more in the nature of general comments on the course rather than in the context of systematic assessments on the different essential aspects of course administration issues.

6.51 TBs are required to complete a "Summary of Employer Feedback" in the TMC evaluation report (see Appendix V to Annex XXV). But it would appear that ERB does not have a mechanism that allows employers' feedback on different aspects of the TMCs and

related OJT schemes to be systematically collected, analysed and evaluated for the purpose of course improvement.

6.52 Although it can be argued that there are other channels, e.g. TAGs, meetings with trade/employer associations, ad hoc employer surveys conducted by RDD, through which TBs and ERB can collect employers' feedback on retraining courses, this does not detract from the need for the systematic collection, analysis and evaluation of employers' feedback. Employers' perspective remain an important course evaluation tool. We therefore urge ERB to devise a more elaborate mechanism for the systematic evaluation of the feedback of sponsoring employers on TMCs and OJT schemes.

Course Evaluation by TBs

6.53 The "Guidelines for TB's Application for TMC" (see para. 5.8 and Annex XXV) makes it mandatory for TBs to submit a TMC evaluation report within a month from the completion of the course. The format of the evaluation report is prescribed by ERB and covers KPIs, summarizes retrainees' and employer's feedback, reports on complaints received and evaluates the effectiveness of the relevant OJT (see Appendix V to Annex XXV). From the TMC evaluation reports submitted by CLITA and YOT on the second shoe-making course and the SBP worker course (Note : the evaluation report submitted by CLITA on the first shoe-making course was not of the standard format which was only introduced since November 1999), we have the following observations -

(a) The sections on "Summary of Retrainee Feedback" and "Summary of Employer Feedback" do not require TBs to analyse the feedback from retrainees and employers.

(b) TBs are not required to provide an overall assessment/evaluation of the course, to report on follow-up actions taken/to be taken or to offer suggestions for course improvement.

(c) OJT was not separately evaluated. Given that most OJT schemes last for more than a month, it would be difficult for TBs to comment usefully on the effectiveness of the OJT within a month from the

completion of the PET part of the course.

(d) Some of the sections in the reports submitted were not properly completed.

6.54 In order that the TMC evaluation reports can better serve its intended purpose of providing useful feedback on the courses, this Office would like to suggest that the format of the report be revised along the following line -

(a) The requirements for TBs to summarize, analyse and evaluate retrainees' and employers' feedback be clearly spelt out in the report.

(b) Three additional sections which invite TBs to provide an overall assessment/evaluation of the course, to report on the follow-up actions taken/to be taken and to offer suggestions for course improvement be introduced at the end of the report.

(c) Separate evaluation reports be submitted upon the completion of PET and OJT.

(d) Instructions/notes on how to properly complete the evaluation report be prepared for the reference of TBs.

6.55 This Office also notes that only those TBs which have conducted TMCs are required to submit to ERB a detailed course evaluation report in the prescribed format (see Appendix V to Annex XXV). For other retraining courses, only the KPIs and the results of the retrainees' evaluation were reported to ERB (see para. 3.21). This Office considers such an evaluation method to be insufficiently comprehensive. We see a need for ERB to devise a scheme to require TBs to submit more comprehensive course evaluation reports in a prescribed format in respect of all types retraining courses they organize. The current TMC evaluation report form, suitably modified, is a good starting point.

6.56 It can be readily seen from the discussion above that TBs play a vital role in the course evaluation process, involving retrainees, employers and TBs themselves. For the evaluation

process to operate effectively and better serve the intended purposes, it is important that ERB should put in place appropriate guidelines, procedures and forms for each step involved in the evaluation process for TBs to follow. It is equally important that ERB should provide adequate training/briefing to relevant TB staff so that they are fully conversant with the guidelines and procedures involved.

7

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

7.1 Having examined the organisation and functions of ERB and its Executive Office (Chapter 2), the mechanism through which ERB discharges its course administration and development functions (Chapter 3), some specific course administration and development issues pertaining to TMCs (Chapter 4), relevant improvement measures introduced by ERB since July 1999 (Chapter 5) and taking into account our observations and opinions on the subject (Chapter 6), The Ombudsman has reached the following conclusions with regard to this investigation -

(a) there is evidence suggesting that the mechanism and procedures laid down for course approval and review of pilot retraining courses have not been followed (see paras. 6.11 and 6.14);

(b) there are inadequacies in the existing mechanism and procedures through which ERB and its Executive Office discharge their course administration and development functions, in particular those related to the monitoring and evaluation of retraining courses (see paras. 6.9, 6.19, 6.20, 6.24, 6.28, 6.32, 6.33, 6.35 to 6.37, 6.42, 6.45, 6.55 and 6.56); and

(c) there are still problems relating to the development and administration of TMCs and OJT schemes which warrant further attention by ERB and its Executive Office, despite the introduction of some improvement measures in November 1999 (see paras. 6.3, 6.4, 6.17,

6.43, 6.51 and 6.53).

RECOMMENDATIONS

7.2 ERB plays an important role in establishing a continuous and preventive training system to minimise unemployment. It spent some $365 million in 1998/99 to fund more than 160 types of retraining courses for nearly 69,850 retrainees through a network of 52 training bodies at 135 retraining centres. The large number of training bodies and the variety of retraining courses call for a better system of feedback monitoring and evaluation for quality control and course improvement. Hence, in concluding this investigation, The Ombudsman has made the following recommendations for consideration by ERB -

Course Development and Vetting

(a) ERB should require TBs to submit, in consultation with the sponsoring employers, details of the proposed OJT schemes to facilitate the vetting and subsequent monitoring and evaluation of these schemes (see para. 6.5);

(b) ERB should devise standardised application form and guidance notes for use by TBs when applying for OJT schemes (see para. 6.6);

Course Approval and Review

(c) ERB should urgently review and rectify the apparent inconsistency in the Course Approval Procedures in respect of the approving authority for running subsequent classes of pilot retraining courses (see para. 6.10);

(d) ERB should ensure compliance with established procedures laid down for CVSC's review of pilot retraining courses and subsequent delegation of approving authority to ED/SDED of ERB Executive Office

(see para. 6.12);

(e) ERB should ensure compliance with established procedures for making changes to approved course proposals and budgets (see para. 6.15);

Course Monitoring

(f) ERB should maintain closer contact with TBs, sponsoring trade associations and employers on the administration of TMCs and OJT schemes and step up its monitoring of these courses (see para. 6.17);

(g) ERB should, in order to uphold the quality of its retraining courses, step up its course inspection programme and devise systematic course inspection strategies and schemes for different types of retraining courses and TBs (see para. 6.19);

(h) ERB should draw up appropriate guidelines, instructions and checklists to assist ERB's inspecting officers in carrying out their duties. The format of the site visit reports should be refined to provide clear guidance to inspecting officers (see para. 6.20);

Course Evaluation

<u>PIs</u>

(i) ERB should review the definitions and methods of calculations of the PIs to remove discrepancies in calculation (see para. 6.26);

(j) ERB should review and refine the definitions of the various placement and retention rates to present a more accurate and objective picture of the post-training employment situation of its graduate retrainees (see paras. 6.30, 6.32 and 6.33);

(k) To facilitate an in-depth assessment of the longer-term effectiveness of the ERS and the formulation of retraining policies, ERB should extend the coverage of retention surveys to all full-time placement-tied retraining courses with a view to collecting more detailed information on the post-placement employment situation of its graduate retrainees (see para. 6.35);

(l) ERB should publish more specific placement rates in its Annual Reports and clearly define the different placement rates used therein (see para. 6.36);

(m) ERB should further improve transparency and accountability by publishing more PIs in its Annual Reports (see para. 6.37);

KPIs and TARs

(n) To better evaluate the performance of different types of full-time retraining courses, ERB should set out clear TARs for other placement rates which are applicable to these courses (see para. 6.42);

(o) ERB should devise KPIs and TARs for OJT schemes to facilitate objective evaluation of the performance and effectiveness of these schemes (see para. 6.44);

Course Evaluations by Retrainees, Employers and TBs

(p) ERB should draw up for TBs appropriate guidelines and instructions on how to conduct systematic analysis and evaluation of retrainees' feedback on retraining courses in order to enhance the usefulness of such evaluation (see para. 6.45);

(q) ERB should draw up for TBs a set of more elaborate mechanism and procedures conducive to the systematic

collection, analysis and evaluation of sponsoring employers' feedback on TMCs and OJT schemes (see para. 6.52);

(r) ERB should review and revise the format of the TMC evaluation report and issue adequate instructions/ notes to aid its completion (see para. 6.54);

(s) ERB should improve the effectiveness of the course evaluation process by devising a scheme which requires TBs to submit comprehensive course evaluation reports on all types of retraining courses and not just on TMCs (see para. 6.55); and

(t) ERB should improve the effectiveness of the course evaluation process by providing adequate training/ briefing to relevant TB staff so that they are fully conversant with the guidelines and procedures involved in the process (see para. 6.56).

8

FINAL REMARKS

8.1 This Chapter sets out the comments of ERB on the previous chapters of the investigation report and the closing remarks from The Ombudsman.

COMMENTS FROM ERB

8.2 ERB has proposed some textual amendments which have been accepted and incorporated into this report. It has also set out the latest improvement measures adopted to further improve the management, quality and effectiveness of retraining courses as follows -

(a) Visits conducted by staff of CADD have been enhanced to include inspection of training premises and facilities, observing the delivery of courses and collecting feedback from retrainees and instructors. Standard visit report with checklists were introduced. A sample of the report form used is at **Annex XXVII**.

(b) A new Management Audit Unit was set up by the ERB Executive Office in early 2000 to conduct management audits on TBs. Its findings and recommendations are conveyed to the TBs concerned and reported to the directorate and an internal Management Audit Group chaired by ED and then, with the recommendations of the Executive Office, to MASC.

(c) Placement reports submitted by TBs are audited to verify their accuracy and to collect further

information from retrainees, if necessary.

(d) In addition to the MOU for TMCs, a standard MOU, which sets out clearly and comprehensively the rights and obligations of TBs, arrangements for the conduct of retraining courses, especially the provision of quality courses in the most cost-effective manner, has been drawn up and is to be signed between ERB and individual TBs. These MOU will take effect from September 2000.

(e) Retention surveys have been conducted for all TMCs since November 1999. Retention surveys on other full-time courses have been conducted on a sampling basis since mid 2000.

(f) A unit cost system to replace the previous funding system on the basis of reimbursement of actual costs is introduced by stages from April 2000. This saves the ERB's manpower resources on monitoring the accounts of individual TBs and other routine accounting procedures.

(g) The Course Approval Procedures are substantially revised to ensure effective implementation of the unit cost system, to enhance the monitoring of TBs' cost-effectiveness and to further improve the quality of retraining courses.

(h) The accounting procedures are revised to match with the introduction of the unit cost system.

8.3 ERB has also commented on our observations and opinions (Chapter 6) and conclusions and recommendations (Chapter 7) which are summarized in the paragraphs below.

ERB's Comments on our Observations and Opinions

Approval of Pilot Courses and Review by CVSC (Paras. 6.8 - 6.12)

8.4 Since the introduction of the Course Approval Procedures, it has been an accepted practice that those would apply mainly to normal full-time courses but not TMCs which normally had to be organised quickly on an ad hoc basis to meet sponsoring employers' specific manpower needs. It was for such a reason that the procedures laid down in the Course Approval Procedures had not been applied to the second tailor-made shoe-making course.

8.5 CVSC's non-official members are busy people, especially those from the business sector, and they serve the Sub-committee as a community service. They are not expected to deal with the day-to-day operation and monitoring of the ERS which should be the responsibilities of the ERB Executive Office.

8.6 The ERB Executive Office did collect feedback from retrainees, employers and TBs for reviewing the performance of pilot courses. This information was not routinely submitted to CVSC unless suggestions for changing the core contents of the course had been made or significant events or adverse results had been observed.

Changes to Approved Course Contents and Budget (Paras. 6.13 -6.15)

8.7 CVSC has traditionally allowed the ERB Executive Office to make necessary adjustments for subsequent TMCs of the same type so as to enable ERB itself to respond quickly to employers' needs. The changes in arrangements for the second tailor-made shoe-making course were made by the ERB Executive Office in the light of the experience of the first course and at the request of the sponsoring employer concerned. The changes were absolutely necessary and were purely intended to make the second course more cost-effective and better suit the needs of both the employers and the retrainees. As the pilot course was the first of its kind ever conducted, the experience gained would be applied to make the second course more cost-effective and more suitable to meet the needs of the sponsoring employer. For courses of such nature and organised under such circumstances, it would be too late for ERB to wait for CVSC's endorsement of any changes which were not considered as having major resource or policy implications. In addition, the ERB Executive Office was eager to secure the goodwill of the shoe-making industry and

to demonstrate that it was flexible enough to respond quickly to the needs of the industry and to help interested employers to relocate their operations back to Hong Kong to create more employment opportunities.

Monitoring of TMCs and OJT Schemes (Paras. 6.16 - 6.18)

8.8 The site visit report of 2 June 1999 on the pilot shoe-making course did mention about the physical condition of the machinery installed in the factory but such however was only limited to their types and numbers. At the time of visit, the ERB inspecting officers did not have concrete evidence as to whether the machines could be operated efficiently. Other problems about management and staff mentioned in the CLITA's report could only be identified after the operation was in place for some time.

Monitoring of Other Retraining Courses (Paras. 6.19 - 6.21)

8.9 The ERB Executive Office has since intensified its monitoring and auditing efforts by setting up a Management Audit Unit and an internal Management Audit Group chaired by ED (see para. 8.2(b)). It has also since devised standard site visit reports with checklists for use by its inspection officers (see para. 8.2(a)).

Calculation of Placement and Retention Rates (Paras. 6.23 - 6.26)

8.10 The discrepancy stated in para. 6.23(b) was the result of an inadvertent mistake made by ERB staff when information were provided to this Office. It was not related to any inadequacy in the definitions of the PIs or method of calculation.

Definitions of Placement Rates (Paras. 6.23 - 6.26)

8.11 ERB has explained that its definition of placement has commonly been adopted by other organisations, such as the Labour Department, and in other countries. ERB's placement rate is calculated on the basis of substantiated jobs supported by details of employers and the mode of employment (full/part time, hours of work, wage level, etc.). It therefore considered that there is no need to change the definition.

8.12 The main task of ERB is to help the unemployed to re-enter the labour market. Whether a retrainee would stay on the job and for how long are employment issues between the employer and the employee. Factors which affect such decisions include retrainee' satisfaction with the pay, working environment, whether better job alternatives are available and whether his performance meets the employer's expectation. By the same token, whether a retrainee is employed in a trade relevant to the retraining received would depend on many factors which are also beyond ERB's control. Despite these uncertain factors, for all full-time placement-tied courses, ERB aims to systematically collect information as to whether the retrainees' employment are full-time or part-time, whether they are relevant to the retraining and whether retrainees are able to sustain employment in the same trade or with the same employer through the placement reports submitted by TBs. ERB's placement audits and retention surveys would help assess the validity of such information.

8.13 In addition to skills required by a particular trade, most full-time retraining courses provide instructions to retrainees on soft skills and transferable skills which they could use in many types of jobs. On completion of a course, retrainees will have enhanced their competitiveness for jobs generally. Even if they cannot be successfully placed within three months after retraining, they stand better chances of securing employment afterwards.

8.14 As ERB is not allowed to provide skills upgrading and updating course to upkeep and improve the skills of retrainees once placed into employment, it is unrealistic to expect the short basic training provided by ERB can sustain retrainees' employment for a long time.

Definitions of Retention Rates (Paras. 6.31 - 6.34)

8.15 In stating the retention rates of graduate retrainees in employment, the total number of those retrainees who have been successfully placed should be used as the denominator. Such rates are sub-divided into several categories to indicate trends in various situations. When a rate relates to retention in a particular trade/industry, the total number of placements is still used as the denominator because the rate is intended to indicate that out of the total number of placements for a

particular group of graduate retrainees, a certain number have stayed in the relevant trade at the time of surveys and in between surveys. Retrainees change their jobs from time to time during the period of survey. If the number of retrainees placed in a trade were used as the denominator, the number of retrainees who had sustained employment would exceed the total number of retrainees placed in that trade in the first instance as some more retrainees might also move into that trade after their initial placement,.

Placement and Retention Surveys (Para. 6.35)

8.16 It would neither be cost-effective nor practicable to extend the coverage of retention surveys to each and every full-time placement-tied retraining course. ERB and TBs will not have the time, resources and manpower to conduct retention surveys for all these courses, and the Executive Office also will not have the staff to monitor the conduct of such surveys and to analyse their findings. To provide adequate manpower to achieve full coverage would incur an expenditure of millions of dollars recurrently. It is considered that retention surveys on a sampling basis covering each and every type of full-time course in different times of the year would provide sufficient information on the post-employment situation. The ERB Executive Office would increase the size of samples as far as resources permit.

KPIs and TARs for Full-time Courses (Para. 6.42)

8.17 Whether a retrainee is employed, after retraining, in a job which is related to the retraining is not a completely fair and accurate measurement of the effectiveness of the course because what happens actually depends on a number of factors beyond the control of TBs and ERB.

Course Evaluation by TBs (Paras. 6.53 - 6.56)

8.18 ERB has grave reservations on the need as suggested by this Office to require TBs to submit more comprehensive course evaluation reports in respect of all types of retraining courses they conduct. The following reasons have been quoted by ERB -

(a) PIs and TARs prescribed for full-time courses already

reflect to a large extent the degree of success of a course.

(b) Given over 2,500 full-time retraining courses with 40,000 places planned for 2000/2001, TBs would not have the manpower to prepare comprehensive and detailed evaluation report on each and every course they have conducted. If they were required to do so, they would certainly have to employ many more staff and deploy much more resources at the expense of course delivery.

(c) ERB staff conduct regular visits to retraining centres to obtain retrainees' feedback on the courses. ERB has started to organise "focus groups" seminars. Retrainees from a number of classes in one specific course type would be invited to give their opinions on the value of the courses they have completed and any improvements that could be made. It will also conduct a major user opinion survey by late 2000 to solicit feedback from retrainees and employers on the value and cost-effectiveness of retraining courses. All of these measures would serve to provide useful feedback on retraining courses.

(d) There are many channels for complaints by retrainees if they are not satisfied with ERB/TBs' courses and services.

ERB's Comments on our Conclusions and Recommendations

8.19 ERB has made the following comments on the conclusions and recommendations in this investigation report -

Conclusions

8.20 In the light of its foregoing comments and considering that there was only one instance in which a tailor-made course was approved by the ERB Executive Office before the pilot course had been reviewed by VMSC, the ERB Executive Office finds it hard

to accept the conclusion at para. 7.1(a) that "there is evidence suggesting that the mechanism and procedures laid down for course approval and review of pilot retraining courses have not been followed". ERB pointed out that the second tailor-made shoe-making course was offered in special circumstances to help the shoe-making industry relocate its operation to Hong Kong so as to secure employment opportunities for the unemployed. As pointed out earlier (see para. 8.4), the Course Approval Procedures are primarily designed and intended for ordinary full-time courses, as opposed to TMCs which must be organised and conducted expeditiously in response to employers' needs and in a manner acceptable to both the employers and TBs concerned. The ERB Executive Office has obtained approval of the CDC to amend the Course Approval Procedures to allow more flexible arrangements for TMCs. ERB did not comment on the other two conclusions of this Office, at paras. 7.1(b) and (c).

Recommendations on Course Development and Vetting

8.21 ERB accepts the recommendation at para. 7.2(a). TBs and sponsoring employers will be requested to provide details of proposed OJT schemes for new TMCs starting from October 2000 onwards. There are however constraints to the practicability and/or value of preparing a detailed OJT scheme in certain cases, especially for small and medium enterprises and those jobs requiring only repetitive basic skills. Despite the foregoing remarks, the ERB Executive Office will try its best to improve the quality of the OJT scheme. In this respect, it has in August 2000 issued a revised guideline to TBs on the OJT scheme and allowance. It will further review OJT arrangements to make them more practical and effective.

8.22 ERB accepts the recommendation at para. 7.2(b). A standardised form with guidance notes will be prepared for use by October 2000.

Recommendations on Course Approval and Review

8.23 ERB accepts the recommendation at para. 7.2(c). The ERB Executive Office regularly reviews its procedures to meet changing needs. It has obtained the approval of CDC on 28 August 2000 to amend the Course Approval Procedures to remove the ambiguity and inconsistency mentioned in this investigation

report. The amended Procedures authorize ED of the ERB Executive Office to approve and modify repeated TMCs, with subsequent reporting to CVSC.

8.24 ERB agrees with the recommendation at para. 7.2(d). The ERB Executive Office has always followed procedures approved by the Board. For the exceptional case quoted, speedy action and discretion had to be taken to meet the employer's needs and to impress upon employers of the shoe-making industry that ERB can respond quickly and flexibly so that more of them can relocate their production lines back to Hong Kong and to create more employment opportunities for local workers.

8.25 ERB agrees with the recommendation at para. 7.2(e). However, if changes to the content or other arrangements of an approved course would bring improvements or are more cost-effective, the ERB Executive Office should have discretion to make the necessary changes and then report back to CVSC/CDC. The CDC's approval for such flexibility would be included in the Course Approval Procedures to be reviewed.

Recommendations on Course Monitoring

8.26 ERB agrees with the recommendation at para. 7.2(f). The ERB Executive Office has close contact with TBs, trade associations and employers on the operation of TMCs and other retraining courses. Besides regular forums and formal/informal visits to employers/trade associations and TBs, the ERB Executive Office has also set up a network of TAGs and CSGs to collect views and feedback on retraining courses and services.

8.27 ERB agrees with the recommendation at para. 7.2(g). Staff from the ERB Executive Office now make more visits to employers, TBs and training venues to monitor pre-employment and on-the-job training, and provision of training facilities, course administration records, etc. While the ERB Executive Office would naturally wish to make more of these quality assurance visits to training bodies and others concerned, it is constrained by its limited manpower and supporting resources. Without Government's long-term funding arrangements, the ERB Executive Office should not be expanded to employ more inspection staff. It believes that a larger share of the resources should be spent directly on training so as to help more unemployed to

re-enter the labour market.

8.28 ERB agrees with the recommendation at para. 7.2(h). More detailed guidelines and instructions have already been introduced to improve the effectiveness of visits. A standard site visit report form with checklists has been devised and used.

Recommendations on Course Evaluation

8.29 ERB disagrees with the recommendation at para. 7.2(i). The discrepancies in the calculation of PIs found by this Office (see paras. 6.19 - 6.26) are not related to definitions and methods of calculation, but due to an inadvertent mistake in the calculation by the ERB Executive Office staff concerned. However, the Board will regularly review the PIs to ensure that they can reflect the cost-effectiveness and usefulness of retraining courses.

8.30 ERB partially agrees with the recommendation at para. 7.2(j). It agrees that the calculation of retention rates to be used for various purposes and in various contexts should be reviewed in order to present a more accurate and objective picture as required in different circumstances. It does not agree that the present definition of placement is inappropriate.

8.31 ERB accepts the recommendation at para. 7.2(k). Since the middle of this year, the ERB Executive Office has conducted retention surveys for all TMCs on full coverage basis and for all other types of full-time placement-tied courses on a sampling basis.

8.32 ERB agrees with the recommendation at para. 7.2(l). It would publish more specific placement rates in its Annual Reports.

8.33 ERB agrees with the recommendation at para. 7.2(m). to publish more performance indicators in its Annual Reports. It should be noted that the present range of PIs was not finally adopted by CDC until mid 1999. It was therefore not possible to publish the full range of PIs in the 1998/99 Annual Report which ended in March 1999. Therefore the omission has nothing to do with transparency and accountability.

8.34 ERB partially agrees with the recommendation at para. 7.2(n). ERB's primary concern is to help the unemployed to re-enter the labour market, to have a more productive workforce and to prevent the unemployed from falling into the social welfare safety net. A 70% overall placement rate for full-time retraining courses is a stringent requirement for the TBs. Also, whether or not a retrainee accepts an offer of employment in the trade for which he has been trained is a matter of his personal choice and of many external factors beyond the control of the TB concerned. The ERB Executive Office does not consider it realistic nor necessary to further require TBs in full-time job-specific skills courses to achieve a specified placement rate relating to the trade for which the course is designed, in addition to a 70% overall placement rate. In the case of TMCs for which an 80% overall placement rate is specified, it is agreed that consideration could be given to further specifying an appropriate rate for placements in the relevant trade and with the sponsoring employer respectively.

8.35 ERB accepts the recommendation at para. 7.2(o). The ERB Executive Office will consult TBs and employers to work out KPI and TARs for OJT schemes by October 2000.

8.36 ERB agrees with the recommendation at para. 7.2(p). The ERB Executive Office would review and improve its guidelines and instructions to TBs on how to analyse and evaluate retrainees' feedback. This would be done before December 2000.

8.37 ERB agrees with the recommendation at para. 7.2(q). The ERB Executive Office would devise a more elaborate mechanism to enable TBs to analyse and evaluate employers' feedback on TMCs, including OJT schemes. This would be done before December 2000.

8.38 ERB agrees with the recommendation at para. 7.2(r). The format of the evaluation report for TMCs would be modified to enable TBs to provide more comprehensive information on the effectiveness of the course. Also, additional instruction and guidance notes would be issued. These would be done before December 2000.

8.39 ERB agrees with reservation on the recommendation at para. 7.2(s). At present, TBs are already required to request every retrainee of every course to complete a post-course

evaluation form. This, coupled with the PIs, have already reflected the effectiveness of the course. Although TBs should ideally be required to provide a comprehensive evaluation report on all types of full-time retraining course, it is not considered necessary nor manageable to introduce such an arrangement for each and every course.

8.40 ERB accepts the recommendation at para. 7.2(t). In the past few months, ERB Executive Office has already organised briefing sessions and experience-sharing workshops on various subjects for different types of instructors and other staff of TBs.

CONCLUDING REMARKS FROM THE OMBUDSMAN

8.41 This Office is pleased to note that ERB has accepted two of our three conclusions and 16 of our 20 recommendations. We would like to respond to ERB's comments on the conclusion at para. 7.1(a) and four of our recommendations at paras. 7.2(i), (j), (n) and (s), with which ERB disagrees.

Conclusion at Para. 7.1(a)- Not Accepted by ERB

8.42 We note that an important function of CVSC is to monitor the effectiveness of individual retraining programmes (see para. 2.23(c)). CDC has prescribed in the Course Approval Procedures that CVSC should review the performance and effectiveness of new retraining courses run on a pilot basis before deciding whether ED/SDED of the ERB Executive Office should be authorized to run subsequent similar courses (see para. 3.12). The review of pilot courses by CVSC is thus an important function delegated to it by CDC. After examining discussion papers submitted by the ERB Executive Office and minutes of VMSC/CVSC in 1999, we observe that the review of pilot courses conducted by CVSC is far from being comprehensive and thorough (see para. 6.11). We could not see from the minutes of VMSC/CVSC that the Sub-committee had formally agreed to delegate to the ERB Executive Office the authority to run subsequent similar courses. Such anomalies are not confined to TMCs alone but are also observed in a number of other pilot courses. We believe that CVSC's review of new courses run on pilot basis is as, if not more, important than vetting and approval of new courses. The argument that there was no need

for CVSC Members to be involved in the reviews unless suggestions for major changes to the course contents or significant events or adverse results have been observed cannot be accepted by this Office, as this amounts to abdication of CVSC's responsibility as promulgated in its terms of reference.

8.43 On the requirement of the Course Approval Procedures that prior approval in writing by ERB must be obtained for all subsequent changes to approved course proposals and budgets, our intention was not that each and every amendment had to be endorsed by CVSC. We agree that operational efficiency dictates that there must be a degree of delegation of authority to approve changes to approved courses, where these do not have major resource or policy implications and do not depart from the stated course objectives or course contents substantially. But such delegation should be formalised and clearly spelt out in the Course Approval Procedures. It is also important that any changes must always be fully documented, justified, approved and communicated to the TB concerned in writing to avoid misunderstandings and/or abuses. In the few cases we have examined, we note that some changes were not properly justified and even documented.

8.44 In view of the foregoing and since ERB has accepted the relevant recommendations at paras. 7.2(d) and (e), this Office sees no reason for changing any of our conclusions at para. 7.1.

Recommendation at Para. 7.2(i) - Disagreed by ERB

8.45 While ERB maintains that the discrepancy found in para. 6.23(b) was the result of an inadvertent mistake in the calculation by the ERB staff concerned, it does not explain the reason for the discrepancies found in the calculation of retention rates as indicated in para. 6.23(a). This Office observed that this was probably related to unclear instructions on definitions and methods of calculations. For this reason, we are prepared to amend the wording of recommendation 7.2(i) to read " ERB should review ***and refine the instructions on*** the definitions and methods of calculation of the PIs to ***avoid creating*** discrepancies in calculation".

Recommendation at Para. 7.2(j) - Partially agreed by ERB

8.46 On the definition of placement, we understand that ERB has included employment secured through the efforts of the graduate retrainees themselves and self-employment. As the Labour Department does not take these into account, it is difficult to draw an analogy. We consider it illogical and unacceptable that the graduate retrainees who had resigned after the first day of OJT should still be counted as having been successfully placed (see para. 4.57). In recommending ERB to set minimum requirements on duration of employment and hours of work per week, our intention is to screen out these extreme cases so as to minimise any distortion.

Recommendation at Para. 7.2(n) - Partially agreed by ERB

8.47 We believe that our suggestion for ERB to introduce more KPIs and TARs for full-time job-specific skills courses and TMCs would enable it to better assess the effectiveness of these retraining courses in helping graduate retrainees secure employment relevant to the retraining received. These new KPIs and TARs may not necessarily be used to monitor the effectiveness of the TBs concerned, otherwise we would have suggested that ERB should require TBs holding full-time job-specific skills courses to achieve specified placement rates relating to the trades or employers for which the courses were designed. This is not our intention.

Recommendation at Para. 7.2(s) - Agreed with reservation by ERB

8.48 On ERB's reservation to require TBs to submit more comprehensive course evaluation reports, we would suggest that ERB devises appropriate scheme to roll out this programme by stages. At the initial stage of implementation, ERB may ask TBs to submit more comprehensive course evaluation reports on selected courses at intervals of, say, half-yearly or annually. The scheme can then be gradually extended to cover more types of courses and at shorter intervals, with due regard to the manpower situation of TBs. We are pleased to note that the ERB Executive Office has since stepped up its work on course evaluation by increasing the frequency of visits to retraining centres, organising "focus groups" seminars for different course types and conducting a major user opinion survey by late 2000. As indicated in ERB's overall course evaluation framework (see para. 3.18 and Annex X), retrainees, employers, TBs and ERB all

play a part and contribute towards course evaluation and course improvement. The TBs, in view of their major role in the delivery of retraining courses, are best placed to make the largest contributions.

ERB's Comments at Paras. 8.16, 8.18(b) and 8.27

8.49 We fully appreciate the fact that resources are not unlimited and it is not practical to ask ERB to substantially increase its frequency of quality assurance visits to TBs, or to ask TBs to conduct retention surveys and compile course evaluation reports for each and every course run by them. Given the large number of retraining courses organised by ERB in conjunction with TBs, it is important that ERB should map out appropriate long-term strategies and schemes to make the best use of its current resources. The ERB's decision to conduct retention surveys on a sampling basis (see paras. 8.2(e), 8.16 and 8.31) is a start in the right direction.

EPILOGUE

8.50 This Office is pleased to note that ERB Executive Office will set up a Task Force to oversee the implementation of the recommendations after approval by ERB. We would like to be kept informed by ERB of progress on the implementation of the recommendations, and any major changes in policy and practice in the provision of retraining courses relevant to this investigation.

8.51 Last but not the least, we would like to express our appreciation to the co-operation and assistance rendered by ERB throughout the course of this investigation.

- END -

[Post-investigation Note : After the issue of the final investigation report on 19 September 2000, ERB informed this Office on 22 September 2000 that it was prepared to accept all of our recommendations contained in Chapter 7 (with

recommendation 7.2(i) as amended in para. 8.45). It also took the opportunity to provide to this Office with an up-to-date organisational chart of the ERB Executive Office, a copy of which is attached as **Annex XXVIII**.]

Office of The Ombudsman
Ref.: OMB/WP/14/1 S.F. 68
September 2000

ANNEXES

ANNEXES

Annex	Title	Para. No.
I(a)	Functions of the Employees Retraining Board	2.3
I(b)	General Powers of the Employees Retraining Board	2.3
I(c)	Annual Expenditure of the Employees Retraining Board	2.4
II	Mission, Goals, Long-term Objectives and Strategic Plan of ERB	2.18
III	New Structure of ERB's Committees and Sub-committees (with effect from November 1999)	2.28
IV	Organisation Chart of ERB Executive Office	2.29
V	Functions of the Seven Departments in ERB Executive Office	2.29
VI	Course Information Sheet and Budget Forms	3.4
VII	Course Proposal Vetting Criteria (in Chinese)	3.7
VIII	Course Approval Procedures (in Chinese)	3.11
IX	Site Visit Report Form	3.17
X	Overall Evaluation Mechanism Adopted by ERB (in Chinese)	3.18
XI	Retrainee's Course Evaluation Report Form (in Chinese)	3.19
XII	Scope of Application of the Various Placement Rates	3.28
XIII	Placement Report Form	3.29
XIV	Flowchart for the Development, Vetting, Approval, Monitoring and Evaluation of Retraining Courses (in Chinese)	3.37

Annex	Title	Para. No.
XV	Application Form for Admission as TB (in Chinese)	3.38
XVI	Vetting Criteria for Admission as TB (in Chinese)	3.39
XVII	Flowchart for the Vetting and Monitoring of TBs (in Chinese)	3.40
XVIII*	Course Proposal on the First Shoe-making Course submitted by CLITA (in Chinese)	4.5
XIX*	Recruitment Advertisement for the First Shoe-making Course (in Chinese)	4.11
XX	Summary of Retrainees' Evaluation of the First Shoe-making Course (in Chinese)	4.28
XXI*	Letter of Intent for the Second Shoe-making Course (in Chinese)	4.37
XXII*	Recruitment Advertisement for the Second Shoe-making Course (in Chinese)	4.39
XXIII*	Summary of Retrainees' Evaluation of the Second Shoe-making Course (in Chinese)	4.45
XXIV	Comparison of the Average Wages Earned by Graduate Retrainees of the First Shoe-making Course on the Commencement and After Completion of OJT	4.50
XXV*	CADD Circular on Guidelines for TB's Application for Tailor-made Course	5.8
XXVI	Calculation of the Average Weighted Scores for Two Items Assessed by Retrainees of the First Shoe-making Course	6.48
XXVII	Revised Site Visit Report with Checklists	8.2(a)
XXVIII	Revised Organisation Chart of ERB Executive Office	8.52

* Names of individuals, private companies and trade associations were anonymised in these annexes.

Functions of the Employees Retraining Board

4. Functions of the Board

The functions of the Board are—

(*a*) to hold the Fund upon trust to administer the Fund in accordance with the objects of this Ordinance;

(*b*) to receive the levy imposed on employers and remitted by the Director;

(*c*) to consider the provision, administration and availability of retraining courses and supplementary retraining programmes intended or designed for the benefit of eligible employees in adjusting to changes in the employment market by acquiring new or enhanced vocational skills; *(Amended 5 of 1997 s. 4)*

(*d*) to identify particular occupations or classes of occupation that have high vacancy rates and in respect of which eligible employees may secure employment or re-employment by attending retraining courses or supplementary retraining programmes as trainees to acquire new or enhanced vocational skills; *(Amended 5 of 1997 s. 4)*

(*e*) to liaise with training bodies, other related organizations and Government departments with respect to the design, administration and availability of retraining courses and supplementary retraining programmes;

(*f*) to determine the requirements to be satisfied by eligible employees for the purposes of applying to attend retraining courses or supplementary retraining programmes and receive retraining allowances, and the amount of retraining allowances to be paid to those eligible employees as trainees; *(Amended 5 of 1997 s. 4)*

(*g*) to pay retraining allowances to trainees;

(*h*) to engage the services of training bodies for the purpose of providing or conducting retraining courses;

(*i*) to defray the costs of the provision of retraining courses and supplementary retraining programmes; and

(*j*) to perform such other functions as are imposed on the Board under this Ordinance;

(*k*) to appoint, by notice in the Gazette, a training provider whose function is to provide training or retraining under a supplementary retraining programme. *(Added 102 of 1994 s. 5)*

(Amended 102 of 1994 s. 5)

General Powers of the Employees Retraining Board

5. General powers of the Board

(1) The Board may do such things as are expedient for or conducive to the attainment of its functions or which, in the opinion of the Board, are necessary to facilitate the proper carrying out of the functions of the Board.

(2) Without restricting the generality of subsection (1) the Board may—

(*a*) hold, acquire or take on lease movable and immovable property and sell, let or otherwise dispose of or deal with such property;

(*b*) appoint such employees as it may determine on such terms and conditions of service as the Board thinks fit including the payment of allowances, benefits, gratuities, pensions and remuneration;

(*c*) make or provide ex gratia payments in respect of any employee of the Board or to the personal representative of a deceased employee of the Board;

(*d*) engage the services of such technical and professional advisers as the Board thinks fit including the determination of all matters relating to their remuneration and terms and conditions of engagement;

(*e*) subject to section 8, invest the moneys of the Fund in such manner and to such extent as it considers expedient and prudent;

(*f*) subject to the approval of the Financial Secretary, borrow moneys, in such manner and on such securities or terms as it considers expedient and prudent, for payment into the Fund;

(*g*) exercise any of its powers either alone or in association with any person or persons;

(*h*) publicise the Fund and the criteria for eligibility for payment of retraining allowances and the amounts thereof;

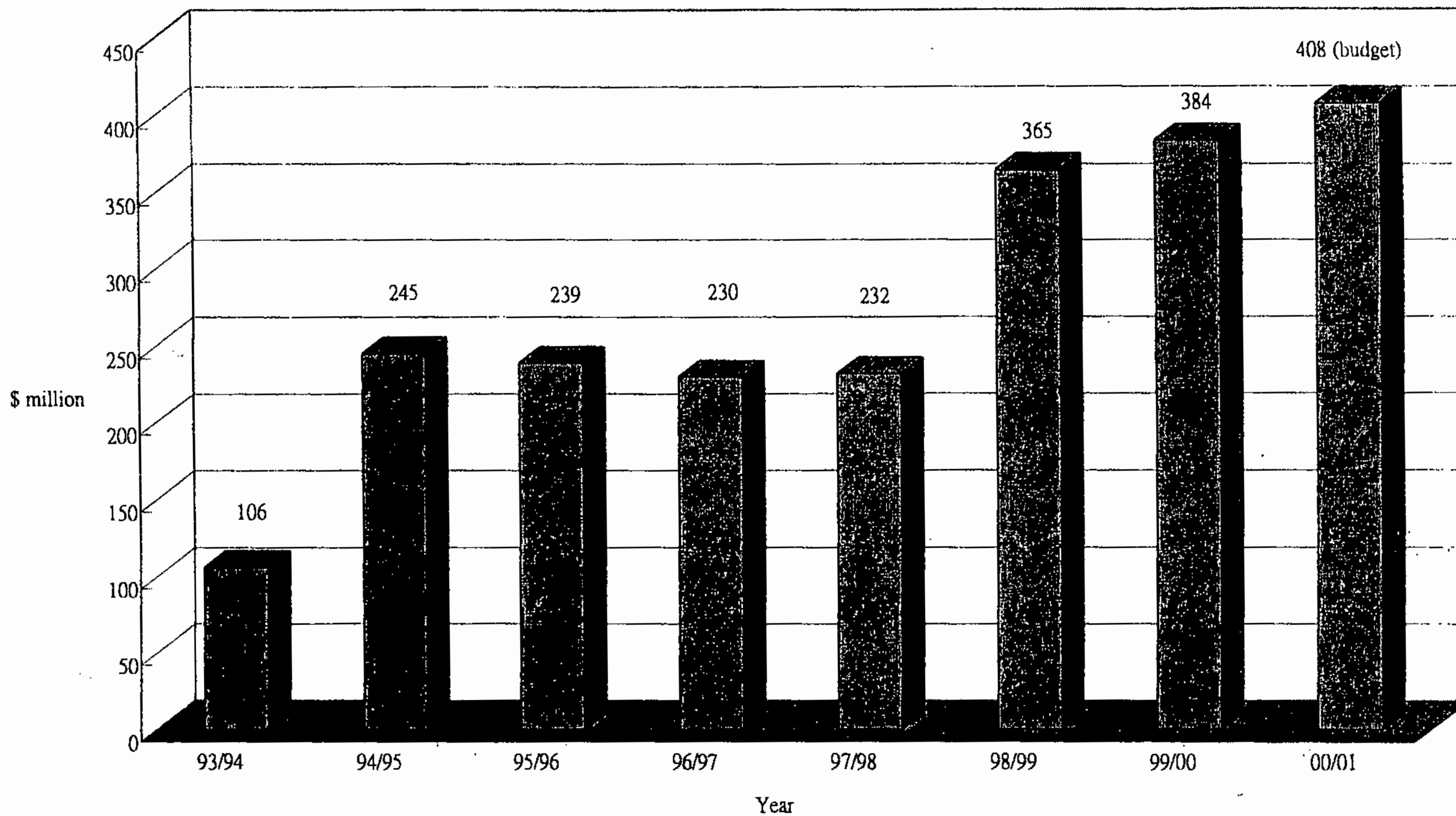
(*i*) publicise the availability of retraining courses and supplementary retraining programmes and the training bodies and training providers providing or conducting such courses or programmes; *(Replaced 102 of 1994 s. 6)*

(*j*) accept gifts whether subject to any trust or not;

(*k*) accumulate any income of the Fund; and

(*l*) subject to section 10, write off debts due to the Board.

Annual Expenditure of ERB



Annex II

EMPLOYEES RETRAINING BOARD

MISSION

To provide quality retraining courses and services to the unemployed and potentially unemployed in order to enhance their employability and meet the needs of employers and the Hong Kong economy.

MAIN GOAL

To achieve total customer satisfaction of the unemployed, potentially unemployed, employers and stakeholders.

Strategies (Key elements: Market-driven, Value-added, Proactive, Flexible, TQM)

*Initiatives and Workplan for 1998/2001 (those with * will require policy decision, the rest have been approved for implementation)*

Enhance Quantity and Quality of Courses and Services

- Increase training capacity of TBs
- * Buy training places from training providers
- Review selection criteria of TBs and training centres
- Review evaluation system and performance indicators for TBs
- Seek recognition of ERB courses
- Include 'soft skills' training, IT and vocational language for each course
- Diversify types of courses and skills levels
- Provide more tailor-made courses
- Establish course steering groups and sectoral advisory committees
- Standardize similar courses of TBs and upgrade their quality
- Repackage training courses in modular forms
- Provide intensive follow-up and placement services to retrainees
- Enhance training of TB trainers and counter staff

Extend Scope of Services

- * Extend courses services to all unemployed, irrespective of age, education level etc.
- * Relax 70% placement target for all courses except tailor-made courses
- Strengthen pre-training counseling services
- Establish Resource Centres
- Extend opening hours of ERB enquiry counter
- Strengthen One-Stop Service
- Offer proactively ERB services to newly or potentially retrenched employees

Upkeep Market Intelligence

- Strengthen labour market analysis
- Collate and analyze existing labour market statistics and information
- Study manpower needs in specific industries
- Conduct researches to evaluate courses and services
- Network and obtain feedback from employers, TBs and all possible sources
- Share analyzed labour market information with other users

Strengthen Partnership with Employers & Stakeholders

- Maintain close liaison with employer/ professional associations by being their corporate members
- Include employer associations as TBs
- Set up sectoral advisory committees
- Establish regular forums with major employer associations
- Enhance communication and strategic partnership with TBs
- Maintain close co-operation with trade unions, community and welfare agencies
- Strengthen co-operation with government departments e.g. Labour, Social Welfare.

Enhance Cost Effectiveness

- Strengthen financial and auditing process of TBs
- Re-design budgeting cycle and unit costs
- Issue and update course administration and accounting manuals for TBs
- Computerize the provisions of courses and services
- Strengthen Executive Office's secretariat services
- Strengthen Executive Office's internal administration and financial management
- Strengthen staff training and development to enhance efficiency and productivity

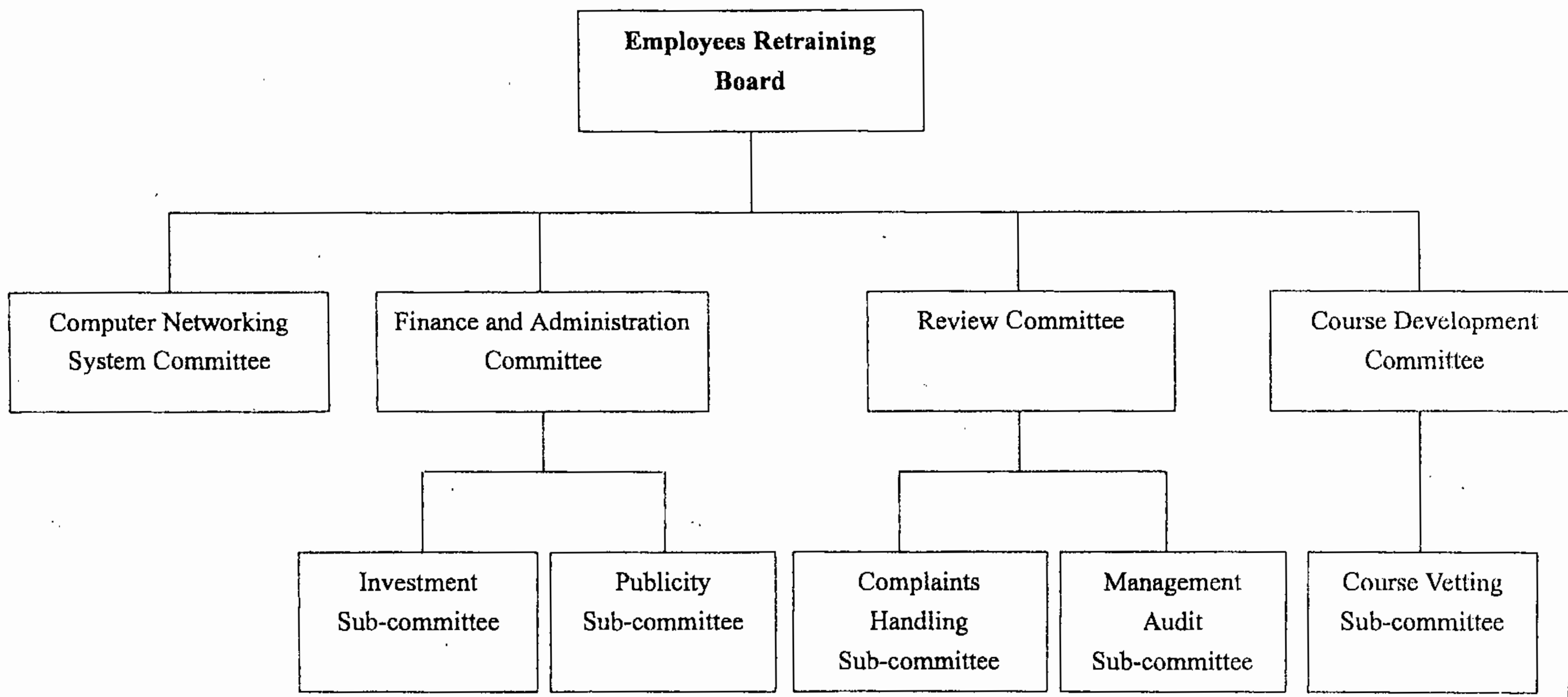
Foster Positive Corporate Image

- Enhance corporate image
- Reposition ERB's role
- Increase ERB's transparency
- Set performance pledge
- Set guidelines for designing, equipping and packaging TBs' training centres with better image
- Liaise closely with mass media and interested parties
- Promote courses and services through publications, the press, electronic media, exhibitions and seminars

***Long-term Objectives:* Establish a continuous and preventive training system to minimize unemployment and a Vocational Qualification Framework for Hong Kong**

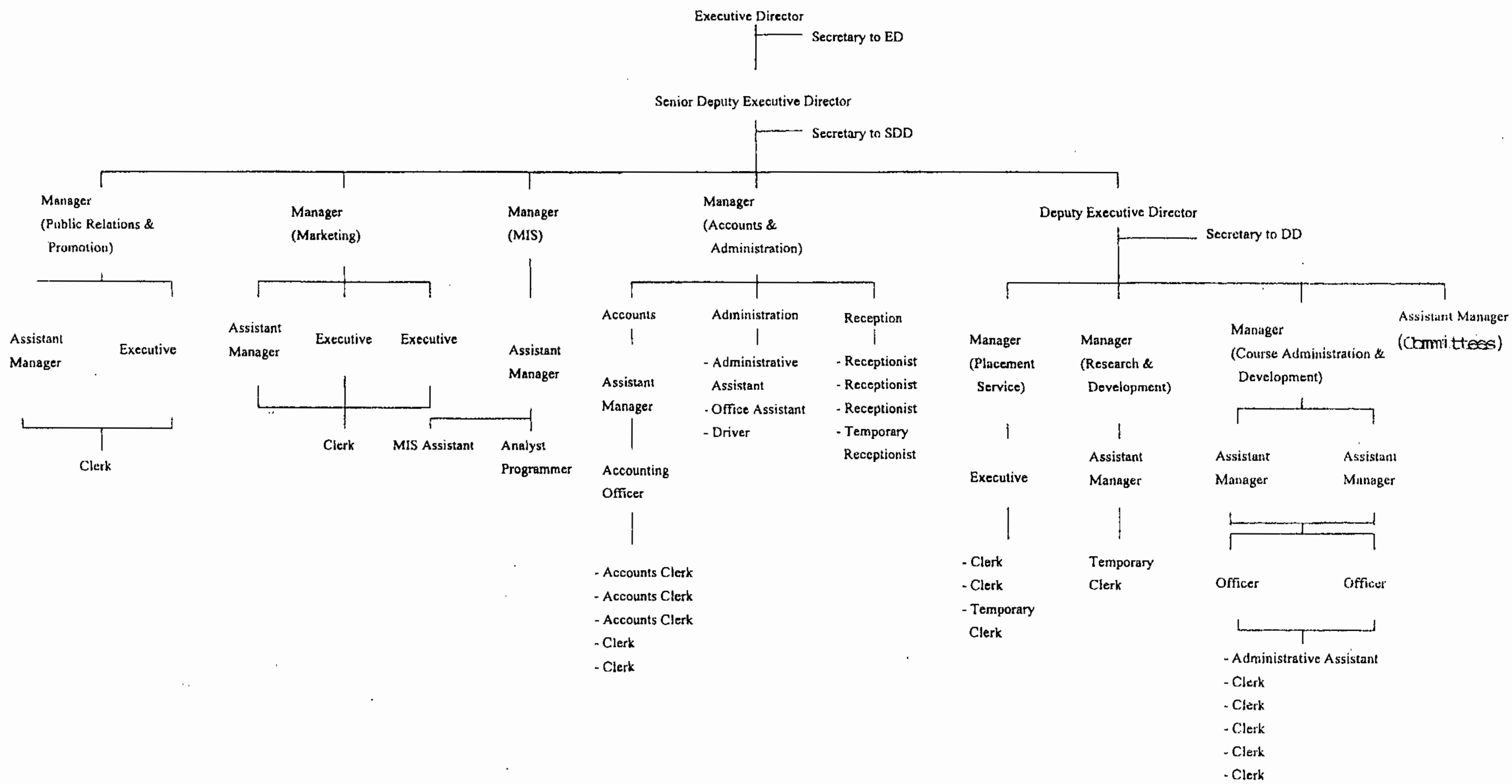
Approved on 24.11.1998

New Structure of ERB's Committees and Sub-committees
(with effect from November 1999)



Annex IV

Organisation Chart - Employees Retraining Board Executive Office



** Assistant Manager / Executive / Officer is a combined rank depending on qualification and experience of the incumbent

Functions of the Seven Departments in ERB Executive Office

Course Administration and Development Department (CADD)

The Course Administration and Development Department is headed by the Manager (Course Administration and Development Department), who is supported by two Assistant Managers, two Executives, one Administrative Assistant and five Clerks. Its main duties are to -

(a) handle administration of TBs in conducting retraining courses;

(b) coordinate various Course Steering Groups with the objective of standardising retraining courses;

(c) liaise with the Marketing Department, TBs and outside organisations in developing TMCs;

(d) assist in drafting and updating the guidelines and procedures for approving retraining courses and TBs for approval by CDC;

(e) assist in the analysis of budget proposals from TBs concerning the organisation of retraining courses for approval by the directorate/CVSC/CDC as appropriate;

(f) assist in developing a monitoring and evaluation system for retraining courses, and to report the progress of approved retraining programmes to the directorate; and to

(g) provide secretarial services to committees and working groups set up for course administration and development.

Marketing Department (MD)

The Marketing Department is headed by the Manager (Marketing Department), who is supported by one Assistant Manager, two Executives and one Clerk. Its main duties are to -

(a) liaise with individual employers, employers associations, professional bodies and TBs in exploring the needs for TMCs to meet their specific manpower requirements;

(b) develop TMCs in conjunction with trade associations, employers and TBs;

(c) monitor, in conjunction with CADD, the implementation of TMCs;

(d) organise and participate in exhibitions and seminars for the unemployed and potentially unemployed to promote ERB's services and retraining courses;

(e) approach proactively the potentially retrenched workers and employers concerned to offer ERB's services; and to

(f) promote generally the courses and services under the ERS.

Research and Development Department (RDD)

The Research and Development Department is headed by the Manager (Research and Development Department), who is supported by an Assistant Manager and a Clerk. Its main duties are to -

(a) gather the latest market intelligence with a view to facilitating the policy formulation and evaluation of the Board and keeping the ERB Executive Office abreast with the current market changes;

(b) evaluate the retraining services provided by ERB;

(c) study manpower needs in specific industries;

(d) collect and compile periodic management information reports in combination with published statistics to enhance ERB's understanding of current manpower demand and supply;

(e) coordinate and conduct ad hoc research on project basis; and to

(f) coordinate and organise seminars and workshops for ERB staff and

trainers/administrators/front-line staff of TBs.

Public Relations and Promotion Department

The Public Relations and Promotion Department is headed by the Manager (Public Relations and Promotion Department), who is supported by one Assistant Manager, one Executive and one Clerk. Its main duties are to -

(a) develop and project ERB's image to the public, with the aim of highlighting the socio-economic role ERB and its services played in the community of Hong Kong;

(b) enhance the community's awareness of the importance of retraining;

(c) publicize the work of TBs ,their courses and services provided to the public;

(d) establish good relations with the mass media;

(e) handle complaints with prompt responses; and to

(f) draft speeches and press releases for the directorate.

Placement Services Department

The Placement Services Department is headed by the Manager (Placement Services Department), who is supported by one Executive and three Clerks. Its main duties are to -

(a) coordinate the placement efforts of the TBs with a view to enhancing their placement performance;

(b) take charge of the ERB's one-stop service so as to help employers to source manpower and potential applicants to enrol in retraining courses through the ERB Executive Office;

(c) upkeep the placement results of various retraining programmes; and to

(d) provide updated information on placement research to the senior management.

Accounts and Administration Department

The Accounts and Administration Department is headed by the Manager (Accounts and Administration Department), who is supported by one Assistant Manager, one Accounting Officer, one Administrative Assistant, three Accounts Clerks, two Clerks, one Office Assistant, four Receptionists and one Driver. Its main duties are to -

(a) prepare and keep all financial information to meet statutory requirements;

(b) prepare and monitor the annual budget of ERB;

(c) review TBs' expenditure, to compare with budget and to investigate on discrepancies;

(d) set up the internal audit system;

(e) provide financial data for management decision making;

(f) administer the human resources management policies and practices;

(g) process requests for office equipment and furniture, office decoration and their maintenance;

(h) implement health and safety policy and system; and to

(i) provide committee and secretarial services.

Management Information System Department

The Management Information System Department is headed by the Manager (Management Information System Department), who is supported by one Assistant Manager, one MIS Assistant and one Analyst/Programmer. Its main duties are to -

(a) develop and maintain a timely and reliable information system to support management decisions in line with the direction of the Board;

(b) facilitate the automation and streamlining of administration procedures to increase operational efficiency;

(c) generate ad hoc management reports based on the existing database for the management and other departments;

(d) provide technical support and training for end-users of the ERB Executive Office and TBs; and to

(e) coordinate and monitor the computerization project of ERB and TBs.

EMPLOYEES RETRAINING BOARD
COURSE INFORMATION SHEET

(version 2.1)

For new courses and revised courses

Course Title : (Chin) ______________________
(Eng) ______________________

Mode : Day / Half-day / Evening *

Training hours : ____________ Class size : ____________

No. of weeks : ____________ No of sessions : ____________

Course objective(s) : (Chin) ______________________

Entry requirements : (Chin) ______________________

Course content (pls use separate sheets if necessary) : (Chin) ______________________

Examination / Assessment : ______________________

Course steering group membership : ______________________

Placment-tied : Yes / No * If yes, target placement = ____________

General description of target job type : (job type) ______________________
(job duties) ______________________
(working hrs and renumeration) ______________________

Other remarks : ______________________

* *Pls delete the inappropriate*

Budget Ref:

Budget Form 1 (version 2.1)

EMPLOYEES RETRAINING BOARD

FUNDING APPLICATION FOR RETRAINING PROGRAMMES - QUARTERLY GENERAL & ADMIN EXPENSES

FOR PERIOD ______ TO ______ (mm/yy)

Training body : ______________________ (Centre)   Submission Date: ______________

	General and Administrative Expenses	Budgeted Amt (HK$)	Basis of calculation
10	Advertising and promotion		
11	Asset purchase		
12	Fringe benefits		
13	General supplies		
14	Insurance		
15	Miscellaneous - General & Admin expenditure		
16	Other purchases or capital projects		
17	Postage		
18	Provident fund		
19	PR & marketing activities		
20	Renovation/leasehold improvement		
21	Rental - Office		
22	Repair & maintenance - computer system		
23	Repair & maintenance - general		
24	Salaries/wages - Administration		
25	Salaries/wages - Training		
26	Staff development		
27	Utilities		
28	Headquarter's on-cost		
29	Local travelling		
30	Audit Fee		
	Total budget for the period		

BUDGET\BUDGETFORM2.0 (VER 2.1) revised 14.04.99

Budget Ref:

Budget Form 2 (version 2.1)

EMPLOYEES RETRAINING BOARD
FUNDING APPLICATION FOR RETRAINING PROGRAMMES - UNIT COST PER COURSE
FOR PERIOD ______ TO ______ (mm/yy)

Training Body : ______________________
Centre : ______________________ (code)
Course Name : ______________________ (code)
Class size : __________ Training hours: __________
No. of Classes : ______________________

	Unit cost per course	Budgeted Amt (HK$)	Basis of calculation
1	Equipment rental		
2	Retrainees' activities		
3	Salaries/wages - Instructor fee		
4	Training materials for retrainees		
5	Rental - Training room		
6	Retraining allowance		
7	Examination allowance		
8	Travelling allowance		
9	On-the-Job training allowance		
	Others (pls specify)		
	Total budget per class		
	Total budget requested (x no. of cls)		

僱員再培訓局
課程發展委員會
審批再培訓課程準則

1. 課程資料

1.1 課程目標

1.2 課程內容（包括訓練，在職訓練及跟進內容）

1.3 課程模式，包括：

a) 訓練期（日數 / 星期）
b) 訓練時數
c) 日間制 / 晚間制 / 半日制
d) 就業跟進期
e) 在職訓練期（如適用）

1.4 財政預算包括舉辦課程之所有開支及培訓津貼（非經常性項目須另外申請）：

a) 整項課程費用分項列表
b) 平均每學員單位成本
c) 平均每學員小時單位成本

1.5 內部考核及其他公開認可資格

1.6 預期就業目標（全日制課程）：

a) 行業及工種
b) 現時該工作平均收入 / 待遇
c) 現時該工作時數
d) 初步職位空缺資料
e) 預期畢業學員就業率

1.7 課程指導委員會的僱主對行業是否有足夠，獨立，客觀及持平的了解

2 批核原則

2.1 市場情況

a) 該行業前景及就業情況
b) 該行業對學員是否合適
c) 訓練內容、訓練期、模式等與實際職位 / 市場的切合性
d) 就業目標是否明確及其可行性

2.2 成本效益

a) 每學員及每學員小時單位成本是否合理：
－與同類再培訓課程比較
－與市面同類課程比較
b) 財政預算內之個別項目是否合理

2.3 機構過往舉辦再培訓課程經驗及成績

a) 舉辦類似課程經驗及表現
b) 舉辦其他再培訓課程經驗及表現

2.4 對於在職培訓計劃之批核原則另見有關文件

2.5 有關舉辦課程所需之非經常性項目開支須另外申請

Guidelines to submission of funding proposals (version 2.0)

僱員再培訓局
課程發展委員會
審批再培訓課程程序

1. 審批新課程的程序

1.1 新課程指：

a) 新種類的課程（包括與新工種或新行業有關之課程）
b) 新模式的課程（如精修訓練模式）
c) 現行課程任何有關內容及訓練期之修改，而此等修改涉及額外的財務負擔（因每年經局方通過的物價調整率而引致的成本上漲除外）
d) 在職培訓計劃的申請
e) 新培訓機構試辦課程

1.2 所有新課程交由課程發展委員會轄下之審批及監察小組審批。

1.3 申辦機構須於委員會會議不少於三星期前把課程建議，撥款預算及其他詳細資料提交再培訓局辦事處（所需資料詳見審批準則）。辦事處將整理及分析資料，預備文件提交小組審批。

1.4 在一般情況下，申辦機構將被邀請參與小組會議，向小組委員介紹建議書，及回答委員之詢問。小組委員可要求申辦機構對建議書作出修改。

1.5 培訓機構在收到再培訓局書面通知接納建議書前不得開辦課程。

1.6 新機構須在其接納成爲培訓機構的決定刊登於憲報後方可開辦再培訓課程。

1.7 所有經審核及監察小組批核的課程屬試辦性質。小組須在試辦課程完成後檢討其成效再決定是否授權行政總監繼續撥款開辦該課程。

1.8 對於新批核培訓機構試辦的課程，小組可視乎需要，實地視察課程舉辦情況，及在課程完成後檢討成效再決定是否授權行政總監繼續撥款續辦。

2. 審批其他課程程序

2.1 除 1.1 所列之課程外，其他課程授權行政總監審批，包括：

a) 續辦課程（包括 1.7 段所指的課程）
b) 現有培訓機構試辦其他培訓機構曾舉辦，或審核及監察小組曾批核之課程

2.2 培訓機構須於開辦課程不少於三星期前把課程建議，撥款預算及其他詳細資料提交再培訓局辦事處(所需資料見審批準則)。辦事處職員將整理及分析資料，將建議交由行政總監 / 高級副行政總監審批。

2.3 行政總監 / 高級副行政總監審批現有培訓機構試辦其他培訓機構曾舉辦，或審核及監察小組曾批核之課程的權限，以不超越原來課程的撥款爲準。(因每年經局方通過的物價調整率而引致的成本上漲除外)

2.4 行政總監 / 其授權人可要求培訓機構對建議書作出修改。培訓機構在收到書面通知前不得開辦課程。

2.5 對於成績不符理想及未符審批準則要求之課程，行政總監有權不接納續辦申請，及在給予培訓機構不少於兩個月通知的情況下要求停辦該課程，及向審批及監察小組報告。

3. 開辦要求：

3.1 所有課程內容及財政預算必須根據本局發出之書面通知 / 課程合約舉行，所有修改必須事先獲本局書面批準。

3.2 培訓機構必須根據本局之課程行政及會計指示開辦課程，並有責任根據本局要求及在指定限期內向辦事處提交有關之入讀及出席資料，會計及財務資料，就業情況及其他有關課程行政的資料。

3.3 所有入讀率不足 80%之課程在未得本局同意下不可開辦。

Employees Retraining Board
僱員再培訓局

Annex IX

Tailor-made Course Site Visit Report

Course Information		
Course Name:		Course Code:
Course Period: Pre-Employment Training : From ______ To ______ On-the-job Training : From ______ To ______		
Class Number:	Training Body:	Employer:

Details of the Visit	
Date of Visit:	Site Visited:
Visited By:	
Notice to Training Body/Employer: ☐Yes ☐No	
Name of Trainer:	Number of Re-trainee Retained in Class:

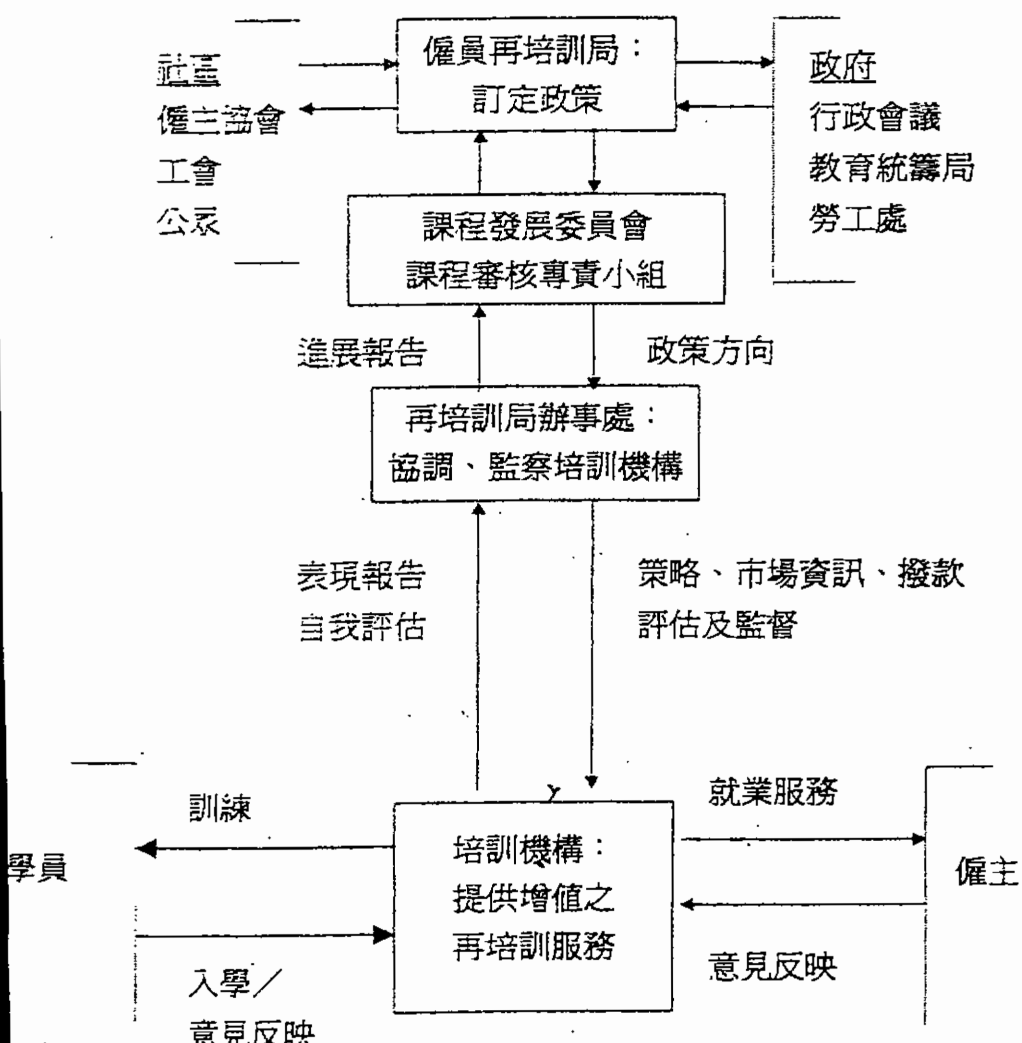
Findings

Remarks (if any)

Employees Retraining Board

僱員再培訓局

再培訓局整體監管機制



四個層次之監管機制

層次一：再培訓局及其轄下委員會季度/每年監察再培訓課程及培訓機構表現

層次二：辦事處季度監察再培訓課程及培訓機構表現以決定課程撥款

層次三：培訓機構自我監察及評估，並季度向辦事處提交報告以決定課程撥款

層次四：學員及僱主向培訓機構回饋之意見

(11.1.2000)

僱員再培訓局

再培訓課程評估表

培訓機構：________________ 培訓中心：____________

課程編號：__________ 班別：______ 開課日期：________ 完班日期：________

學員姓名：________________〔可以不填〕

填寫指示：

- 請填妥此評估表內的所有問題。
- 您的意見將有助再培訓局改進日後的再培訓課程。
- 請選出最能反映您意見的一項並填上✓號。如果您對某些方面不滿意或極不滿意，請寫出你的原因，以方便再培訓局跟進及作出改善。

I. 對再培訓課程的意見

	極滿意	滿意	不滿意	極不滿意	不滿意／極不滿意的原因
1. 申請課程的輪候時間	☐	☐	☐	☐	________
2. 課程之長度	☐	☐	☐	☐	________
3. 課程內容	☐	☐	☐	☐	________
4. 對課程之理解	☐	☐	☐	☐	________
5. 課程之實用性	☐	☐	☐	☐	________
6. 課程的教材／筆記	☐	☐	☐	☐	________
7. 練習／實習的時間	☐	☐	☐	☐	________

8. 改善建議：________________________________

II. 對導師的意見

	極滿意	滿意	不滿意	極不滿意	不滿意／極不滿意的原因
1. 教學態度	☐	☐	☐	☐	____
2. 清楚教授／解釋課程內容	☐	☐	☐	☐	____
3. 解答學員的疑難／照顧學員的需要	☐	☐	☐	☐	____

4. 改善建議：____

III. 對培訓中心及其設備的意見

	極滿意	滿意	不滿意	極不滿意	不滿意／極不滿意的原因
1. 中心的環境	☐	☐	☐	☐	____
2. 中心的設施（照明、空調、教學設備、洗手間等）	☐	☐	☐	☐	____
3. 中心的電腦設備（如適用）	☐	☐	☐	☐	____

4. 改善建議：____

IV. 其他意見

歡迎您填寫任何有關的意見：

多謝您填妥此表

Scope of Application of the Various Placement Rates

Types of Retraining Courses	P1	P2	P3
All Evening Courses	✗	✗	✗
All Half-day Courses	✗	✗	✗
All Full-time Courses	✓ (Note 1)	✗	✗
Job Search Skills Courses	✓	✗	✗
General Skills Courses	✓	✗	✗
Job-specific Skills Courses	✓	✓	✗
Tailor-made Courses	✓ (Note 1)	✓	✓

Legend

P1 Overall placement rate
P2 Placement rate in relevant trades/industries
P3 Placement rate at designated employers (who sponsored the TMCs)

✓ Applicable
✗ Not Applicable

Note 1

Only these two placement rates were quoted in ERB's Annual Report 1998/99

Note 2

This table is also applicable to retention rates

Annex XIII

Placement Report Form

TB name: ______ centre: ______ 2nd week report date: ______ page: ______

Course name: ______ course code: ______ 1st mth report date: ______

Course period: ______ to ______ class: ______ 2nd mth report date: ______

3rd mth report date: ______

	Retrainees' Details				Employment Details AFTER Attending the Course											
					Employer Record		Job record				Income					
	Name & ID no.	Tel.	#H/ place	Date Placed (dd/mm/yy)	Company Name	Industry code	Title	Job code	^Job mode F/Pt/B	^Job mode P/T	* Hrs/ wk	** I/ mode	Wage ($)	Average Monthly Salary ($)	##R/ train	Remarks
1																
2																
3																
4																
5																
6																
7																
8																

KEYS

***^ Job mode** : F - Full-time placement, Pt - Part-time placement, B - Placement below 18 hours of work / week   P-Permanent, T-Temporary*

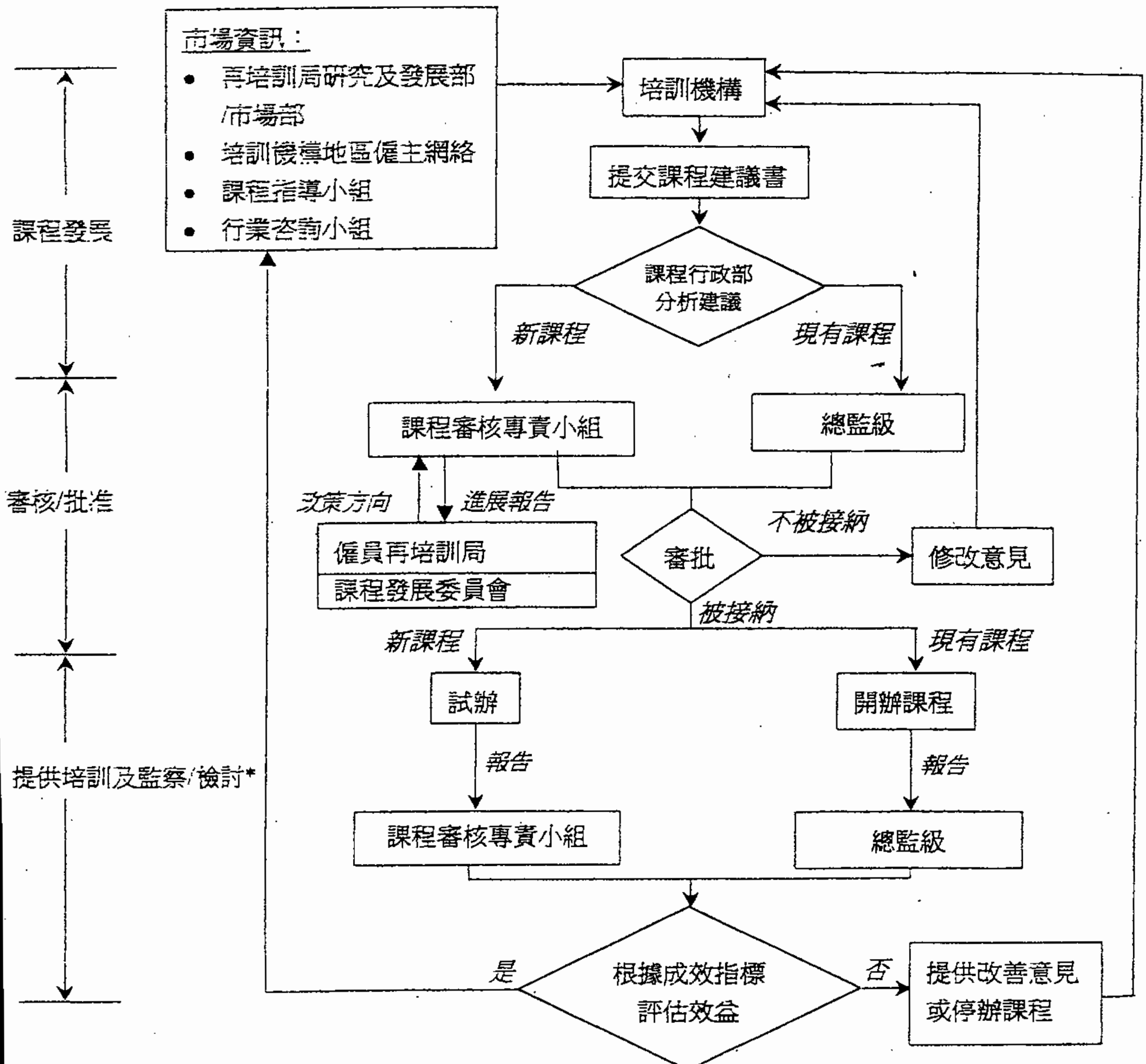
**** Hrs/wk** : No. of hours worked per week*

***** I/mode** : Income mode (M-monthly salary, H- hourly rate, D-daily rate, C - commission basis , P-piece work)*

***# H/placed** : How placed (T- Training Body, S- Self, L- Labour Department)*

***## R/train** : Related to Training (Y-Related, N-Not related, U-Unkown)*

審批/監察再培訓課程流程圖



*至於度身訂造課程及在職培訓計劃，本局已另制定一套指引及準則

(11.1.2000)

僱員再培訓局

申請成為培訓機構申請表

申請機構資料

（如空位不敷填寫時，可另行寫在空白紙上，連同本表格一併交回。）

(1) 機構名稱：

(a) 中文：________________

(b) 英文：________________

(2) 機構性質：________________ ＊是／否 非牟利

(3) 機構地址：________________

____

(4) 聯絡人姓名：________________ ＊先生／女士

聯絡電話：________________ 傳真號碼：________________

(5) 申請機構的背景簡介（註一）：________________

____

____

____

(6) 申請機構過往是否對成人教育及職業訓練方面具有經驗？

□ 是 □ 否

如答是，請詳細列出過往在成人教育、職業訓練各方面之經驗、成績及訓練範圍：

____

____

____

(7) 請列出申請機構專長開辦之課程類別：

____

____

____

(8) 申請機構過往是否在就業輔導及轉介方面具有經驗？

□ 是　　　　　□ 否

如答是，請詳細列出有關之經驗及成績：

____

____

____

(9) 請詳細列出申請機構對目前勞動市場之認識，並列明特別對那一行業有深入了解及該行業的特性：

____

____

____

(10) 申請機構是否具備以下訓練設施以供培訓之用（註二）：
（請✓合適的方格）

□ 校舍
□ 課室（可容納 ________ 人）
□ 教學器材
□ 設備
□ 其他，請列明：____________________

(11) 申請機構現時擁有之師資：

(a) 負責訓練的導師之學歷水平一般爲 ______________ 程度

(b) 負責訓練的導師之教學經驗一般爲 ____________ 年

(c) 現有師資之平均薪金爲每月 _______ 元或每小時 _____ 元

(12) 請詳細列出
（如多過一間訓練中心，請按不同中心分別填寫下列(a)至(c)）

(a) 可開辦課程的訓練中心地點 ______________________________

(b) 有關之課程名稱 ______________________________

(c) 將開辦課程之時段（請詳細列明選擇是項時段之原因）：

____

____

____

(13) 申請機構目前是否正獲或曾獲其他基金撥款資助

☐ 是 ☐ 否

如答是，請詳細列明基金名稱，所舉辦之服務／課程的性質及成績、資助年期及金額等資料：

____

____

____

(14) 申請機構對再培訓計劃可作出何種貢獻？

____

____

____

____

________________	__________	__________
申請機構負責人簽署	日期	機構印章

註釋

註一： 申請機構必須將最近過往三年之年度報告連同申請表一起遞交以便審核

註二： 申請機構必須提供照片證明，本局職員於審核期間將前往訓練中心作場地視察

* 請刪去不適用者

課程發展委員會

審核及監察工作小組

審批成爲培訓機構及開辦課程準則 — 建議參考指標（重擬本）

考慮因素		建議參考指標
2.1 機構背景	是否非牟利機構	✧ 以非牟利機構爲佳，但若機構專長之項目屬於特別類型而市場上亦未有類似的訓練機構則可另作考慮。
	從機構背景估計是否能對再培訓計劃有較長遠的承諾及參與	✧ ***機構須有一定而穩健之行政架構、財務管理系統及運作經驗，架構上亦須有專責培訓或教育之委員會 / 部門。*** ✧ 機構須在向再培訓局提交之建議書中包括有關舉辦再培訓課程之短期及中期（1 至 2 年）計劃。
	機構現時舉辦之非再培訓活動及其資助來源	✧ 由於再培訓計劃之運作特色是希望利用現有之社會網絡及資源，故除須有一定之成人教育 / 職業訓練經驗外（見 2.2），建議機構亦以有其他方面之社區 / 社會服務經驗爲佳。 ✧ ***機構不應依賴再培訓基金之撥款作爲主要收入來源***（可參考機構年報以作證明）。 ✧ 可參考是否有獲其他政府部門，有關機構及其他慈善團體之資助以助了解機構之背景。

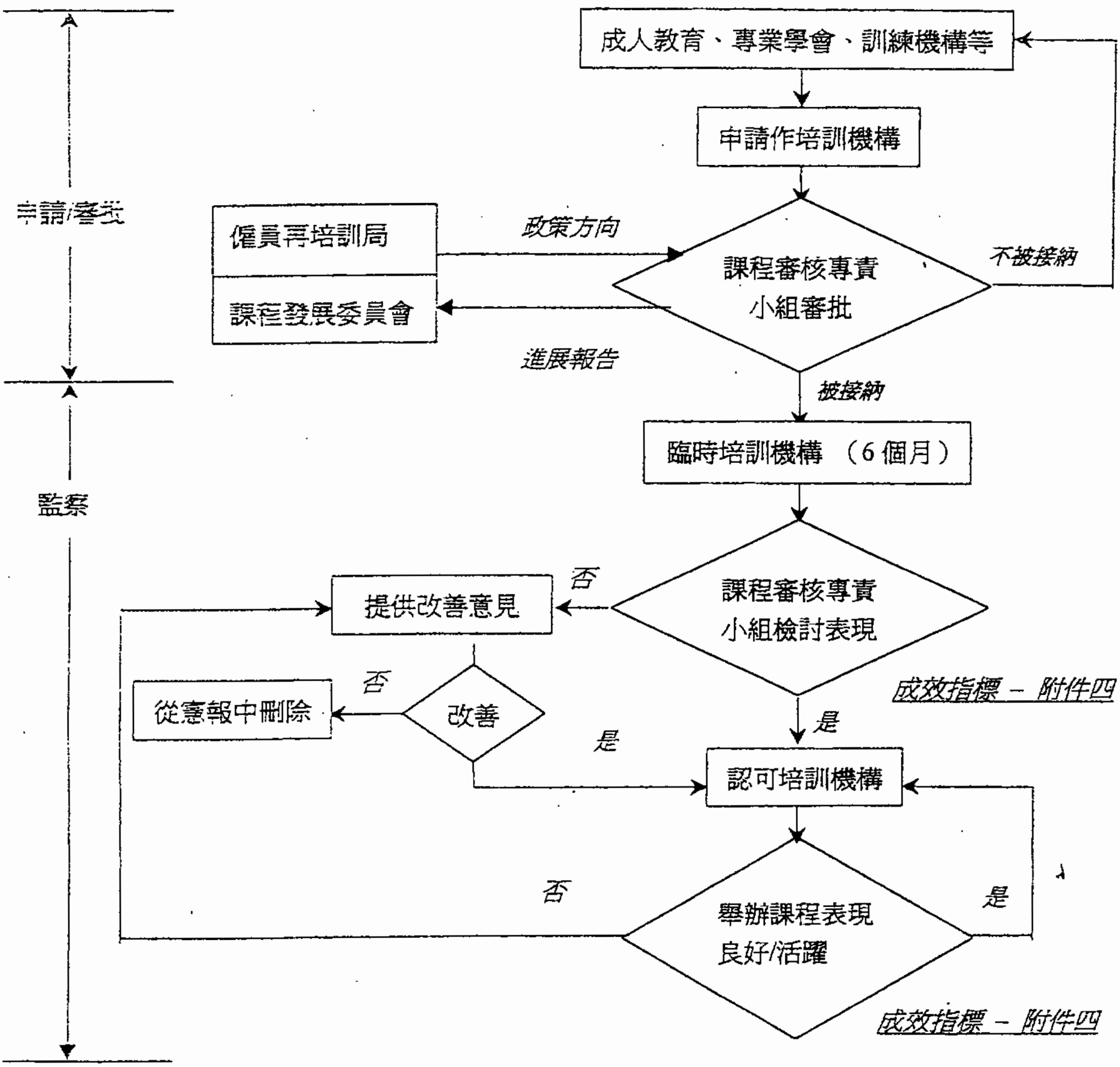
2.2 成人教育 / 職業訓練的經驗	申辦機構必須在成人教育或職業訓練方面有一定之經驗	✧ ***至少有 5 年或以上之成人教育 / 職業訓練的經驗***（以 10 年或以上爲佳）。
	可參考該機構過往舉辦訓練之認可性及行內代表性	✧ 可參考機構舉辦之課程是否獲行業 / 專業團體 / 本港或海外評核機構資助或認可。研討會不包括在內。
	申辦機構專長開辦之訓練類別是否與再培訓計劃及就業市場需要配合；若已有類似的再培訓課程，則須考慮現時 / 中、短期內市場是否仍有這方面的需求	✧ 機構應有其專長之訓練項目，而此類訓練應與再培訓局未來 1 至 2 年將舉辦之課程類型及長期目標配合。
	舉辦全日制課程經驗	✧ 再培訓計劃以服務失業人士及提供就業輔導爲工作重點，申請機構通常應有適當經驗及能力主辦全日制課程。
2.3 就業服務 / 市場觸覺	考慮機構過往在就業服務方面是否具一定之經驗及成績	✧ 以有一定就業服務經驗者爲佳（如機構本身已設有就業服務之部門）。機構須陳述過往 5 年曾協助就業之人數，工種，提供空缺之薪酬幅度。
	機構對目前勞動市場之了解是否充份，尤其是否對某一行業 / 工種的特性有特別的資訊及了解；機構與個別行業僱主 / 僱員是否有建立網絡及聯繫	✧ 可參考機構是否已與個別行業之僱主商會 / 工會 / 專業團體建立一定之聯繫及合作關係（如資助、舉辦活動等）。現時掌握之空缺資料（數目、工種、薪酬待遇）。

2.4 導師及設備	申辦機構須有充足之設備以供培訓之用（機構可向本局申請有關之租金）	✧ ***機構須擁有獨立其訓練設施***，有關之設施亦須証明能配合建議之發展計劃（如是否有足夠之課室、電腦室以舉辦 2.1 所列舉之課程）。 ✧ 訓練設施及培訓中心設備須符合本局之要求（暫可參考經本局資助設立之再培訓中心之設備及規模）。 ✧ 辦事處職員將實地視察建議之訓練地點及向工作小組報告。
	負責訓練的導師須備教授擬辦課程所需之學歷及經驗	✧ ***機構必須有負責課程設計之職員，而建議之課程須由機構設計及直接聘請導師教授。*** ✧ 以外判形式舉辦課程之機構將不獲支持。 ✧ 負責培訓課程之導師一般須有大專程度及 5 年或以上之行業工作 / 培訓經驗。個別培訓課程之師資要求由課程指導小組訂定。建議教授再培訓課程之導師的履歷及經驗包括機構提供之薪酬需在申請主辦課程時呈報。
	如屬建議開辦全日制課程，須有經驗之導師 / 職員負責學員之就業服務，並不建議以外判方式交由其他機構 / 職業介紹所負責	✧ 如建議舉辦全日制課程，機構必須有負責就業轉介工作之職員。 ✧ 除所提供之部份時間制課程對局方有特殊需要外，申請機構應具備經驗及能力同時主辦不少於每月 2 個的日間課程。

2.5 機構地點	須考慮機構地點及擬辦課程；須根據「審批課程準則」考慮是否與現有再培訓資源有所重疊	✧ 可參考現有培訓機構分佈及全港從事經濟活動人口分佈（附圖）。 ✧ 機構須列舉選擇建議培訓地點之原因（如是否與個別行業之分佈有關）。 ✧ 如機構可提供多於一個培訓地點則爲佳。 ✧ 擬辦課程之地點是否在《教育條例》下註冊或獲豁免註冊。
2.6 對再培訓計劃能否有特別貢獻	申請機構對再培訓計劃能否可有特別的貢獻	✧ 能否提出建議切合再培訓局的策略及作出特別貢獻（如新思維，新嘗試）。
2.7 建議課程	有關審批擬辦課程的建議書及撥款申請的考慮因素，須參考「審批再培訓課程準則」。	✧ 一般而言機構在申請成爲培訓機構同時應擬備課程建議書供審核及監察工作小組審閱。
2.8 其他	課程行政及財務管理	✧ 機構必須爲財政健全，申請同時應呈交最近兩年會計核實該機構的收支帳目。 ✧ 機構須爲再培訓計劃設立獨立之課程行政及財務管理系統***（如獲批准成爲培訓機構，必須因應本局發出之指引設立會計及行政系統）***。

註：　以上指標並非概括性，僅供審核及監察工作小組在審批機構時參考之用；辦事處將因應再培訓局之發展方向、小組 / 課程發展委員會之意見及即將編寫之再培訓局課程行政及會計守則，對以上指標不時作出修訂。

審批/監察培訓機構流程圖



(11.1.2000)

Annex XVIII

製衣業訓練局
爲 X X X X 鞋業有限公司
製鞋技工度身訂做再培訓課程建議書

A.) 背景：

A.1) 本港鞋業在七十年代曾盛極一時，隨著大陸開放，大部份鞋廠把生產線北移。唯進口歐洲、加拿大的大陸製鞋類需繳付懲罰性關稅。有鑑於此，大部份本港鞋類生產商均有意把部份生產工序遷回香港。貿易署已通過改例，使在香港進行成型工序（OPA）的鞋類可以獲得香港產地來源證。此外，工業署更撥款資助鞋業改良生產線，藉以提高生產力。

A.2) 僱員再培訓局聯同製衣業訓練局，曾與X X X X X X廠商會（後稱商會）接觸，發覺大部份會員對回港發展均感躊躇，恐人力資源方面未能配合。有見及此，X X X X X X X X希望透過 X X X X「X X X X有限公司」（後稱X X）爲試點，申請開辦度身訂造課程，培訓一批製鞋技工，重開製鞋生產線，並期望其他會員會以此爲借鏡，推動他們將生產線搬回本港，爲本地工人製造就業機會。

B.) 申請再培訓課程項目 ：

製業技工度身訂造再培訓課程 － 以邦鞋落底等運動鞋成型工作爲主。

C.) 招聘目標：

C.1) X X目前急需製鞋工人約 18 名，以配合回流返香港之生產線的啓用，建議舉辦一期二十人的訓練課程。

C.2) 學員入職後工作分配情況 ：
工廠以流水線方式生產運動鞋，員工會按情況而編排不同工作崗位，每一工人要求可掌握二至三個連續順序的工藝技術。

D.) 入職條件 ：

各受訓學員必須健康良好，勤力及有責任感，培訓畢業後通過廠方之技能及效率測試合格，即可入職。

E.) 工作形式：

E.1) 工作內容：以操作鞋機為主：
邦鞋、上中底、塗膠水、砂青、上底、剝楦。

E.2) 薪酬計算：
以月薪計算，月薪由每月 $4,000 至$7,000，視乎職級而定：

工序	員工人數	職級類別
領班	1	A+
執派	1	C
上中底	1	C
前邦	2	A
邦腰	1	A
邦踭	1	A
車線	1	C
砂青	2	B
塗藥水	2	B
塗膠水	2	B
上底	2	B
壓底	1	B
剝楦	1	B
	共 18 人	

	入職頭三個月	入職後第四個月開始
(A+)	$7000	$8000
A 級	$6000	$7000
B 級	$5000	$6000
C 級	$4000	$5000

E.3) 工作時間：星期一至六： 9:00AM 至 6:00PM
(1:00PM 至 2:00PM 為 用膳時間)

E.4) 新人獎：
入職後廠方給予所有學員新人獎金以作鼓勵。
此項新人獎金分三個月發放總共 3000 元。

E.5) 假期：勞工假期
假期工資將按每日之平均底薪支付。
工作未滿三個月之員工將不獲假期之工資。

E.6) 年假：
工作滿一年之員工可獲 7-14 日有薪年假，
(根據勞工法例，視乎年資而定)

F.) 訓練模式 ：

F.1) 學員招募由製衣業訓練局及廠方共同負責，廠方亦可招工，然後轉介予製衣業訓練局。

F.2) 訓練場地及時間安排 ：

I. 首星期安排於製衣業訓練局接受基礎培訓。

II. 第二至第三個星期由製衣業訓練局兩位導師帶領前往ＸＸ鞋廠設於Ｘ Ｘ Ｘ Ｘ之工場內實習。製衣業訓練局之導師除負責技術培訓外，並督促學員嚴格遵守廠方的工作和生活規則。僱員再培訓局會為學員購買保險。廠方為學員提供每星期一次往返香港之交通費用、在大陸工廠之食宿以及每週 100 元之生活津貼。

III. 第四至第六週安排於香港工場內實習及投入生產。

IV 以上的安排好處在於 ：

a. 在一個有專責導師及寧靜的環境下，學員會比較專心學習。

b. 當學員基本掌握製鞋技能後，再到廠內實際生產成品，可讓學員了解實際工廠的工作環境是否適合他們。

c. 通過廠內之技術員及專責導師的輔導，學員能循序漸進地掌握技術操作及產品的品質要求。

G.) 訓練內容及項目 ：

G.1) 首星期由製衣業訓練局導師講解鞋類結構(以工廠所生產的種類為主)，物料知識，製鞋流程，並教導邦鞋機的基本操作；每個學員學習邦四十對運動鞋。

G.2) 第二至第六個星期安排在廠內實習其中兩個星期在ＸＸ鞋廠在大陸之工場實習，並由廠內之技術員及專責導師的輔導，熟習女鞋製造之各成型工序，如執派、上中底、邦頭、邦踭、邦踭、砂青、塗膠、上/壓底、剝楦等。

H.) 課程預算開支：

H.1) 製衣業訓練局在首星期訓練中提供訓練材料，導師負責在訓練中心的培訓及廠內的訓練活動，並在學員畢業後的三個月，負責廠內的跟催及指導工作。僱員再培訓局提供六星期學習津貼共$6,000元，畢業後三個月廠內在職補貼合共$ 6,000元，分三個月發放，每月發放補貼$ 2,000元。

H.2) 學習期間：
每期學習期間為六星期。

H.3) 培訓費用：
費用包括導師負責培訓工作，並跟催學員在畢業後三個月廠內的進度及技術輔導。
每期費用 1 x 6 x$ 15,000 = $ 90,000

H.4) 材料費用：

I. 首星期在訓練局的鞋材損耗費用：
$38/對 X40 對 X20 學員=$30,400

II. 廠內訓練鞋材損耗費用：
以每日產量 500 對鞋、每對成本費$38 計；
1.)廠內第一週損耗：
3000 對/週 X15%損耗 X$38/對=$17,100
2.)廠內第二週損耗：
3000 對/週 X10%損耗 X$38/對=$11,400
3.)廠內第三週損耗：
3000 對/週 X5%損耗 X$38/對=$5,700
三週鞋材損耗總計=$34,200

H.5) 機械配件更換費用：
更換鞋機配件以適合運動鞋製作$12,988

H.6) 廣告費用：
每期在兩份銷量大的報紙刊登廣告兩天=$12,000

培訓之總費用：

		每位學員費用	合共費用
1.	六星期學習津貼	$ 6,000 / 學員	$ 108,000
2.	廠內在職補貼	$ 6,000 / 學員	$ 108,000
3.	培訓費用	$ 4,500 / 學員	$ 90.000
4.	機械配件/材料費用	$ 3,879.40 / 學員	$ 77,588
5.	廣告費用	$ 666.7 / 學員	$ 12,000
6.	導師出差津貼	$240/學員	$4,800
7.	學員(大陸)保險費		
	總額：	$ / 學員	$

向僱員再培訓局申請費用包括：

1. 六星期學員培訓津貼，
2. 三個月額內入職培訓津貼，
3. 僱員再培訓局負責支付：
   a.) 跟催學員在畢業後三個月內的進度及技術輔導費用：
   每班級$45,000.
   b.) 兩位導師在大嶼工場之出差津貼$4,800
   c.) 招生廣告費用：每班$12,000，
   d.) 器材損耗費用：每班$77,588，
   e.) 學員在大嶼工場實習之保險費$
   合共：$

※每期以二十位學員計算

參加度身訂造培訓計劃頭六個月預計薪金概略

	第一個月至第三個月			第四個月起		
	A 級工人	B 級工人	C 級工人	A 級工人	B 級工人	C 級工人
1. 每月工資	$6,000.00	$5,000.00	$4,000.00	$7,000.00	$6,000.00	$5,000.00
2. 新人獎 (第四個月開始發放)	$1,000.00	$1,000.00	$1,000.00	(第一個月之新人獎) $1,000	(第一個月之新人獎) $1,000	(第一個月之新人獎) $1,000
3. 僱員再培訓局提供之津貼	$2,000.00	$2,000.00	$2,000.00	0	0	0
按上述之工資，該月可領取金額	$9,000.00	$8,000.00	$7,000.00	$7,000.00	$6,000.00	$5,000.00
總領取金額	$8,000.00	$7,000.00	$6,000.00	$8,000.00	$7,000.00	$6,000.00

蘋果日報

誠聘「製鞋技工(生手)」

投身製鞋行業　學習專門技能　創造美好前途

1.職前再培訓→	2.在職培訓→	3.學以致用
接受6星期基礎訓練，熟習運動鞋製造之成型工序，包括搵頭、搵腰、搵踭、砂背、塗膠落底等。免學費，有津貼。	完成6星期基礎訓練後，立即受聘於XX鞋廠，繼續接受3個月的在職培訓。其間除基本薪金外，另每月可獲再培訓局發放的在職培訓津貼。	受訓合格後，任職XX鞋廠，收入穩定。
於製衣業訓練局及XX鞋廠上課，其中2星期在XX鞋廠設於東莞或深圳之工場內上課	在XX鞋廠(新蒲崗區)內工作	



請柬

「製鞋技工」招聘日

面試及入學測試日期：四月二十二日(星期四)
時間：上午九時至十二時
地點：九龍灣大業街63號

查詢請電：2754 4802

合辦機構：

僱員再培訓局　　製衣業訓練局　　XX鞋業有限公司

Annex XX

CONFIDENTIAL

問卷統計

課程名稱：製衣紙樣(度身訂造課程) 課程編號：CL 021 DT - 001K

培訓機構：製衣業訓練局

上課日期：99 年 5 月 3 日至 99 年 6 月 10 日

以下各問題請各學員填寫：

1. 個人資料：
   - (i) 性別： 男☐ 11 女☐ 5
   - (ii) 年齡： 29 或以下☐ 2 30 - 39 ☐ 7 40 - 49 ☐ 6 50 - 59 ☐ 1 60 歲或以上☐
   - (iii) 學歷： 小學或以下☐ 中一至中三☐ 中四至中五☐ 中六或以上☐

2. 課程之長短：
   太長☐ 頗長☐ 1 適中☐ 12 頗短☐ 1 太短☐ 2

3. 對課程之理解：
   非常滿意☐ 1 滿意☐ 4 可以☐ 9 不滿意 ☐ 2

4. 課程之實用性：
   非常滿意☐ 滿意☐ 6 可以☐ 5 不滿意 ☐ 5

5. 課程之快慢進度：
   太快☐ 頗快☐ 適中☐ 8 頗慢☐ 6 太慢☐ 2

6. 教師之講解質素：
   非常滿意☐ 滿意☐ 4 可以☐ 8 不滿意☐ 1 (此項有三個沒有填寫)

7. 上課地點：
   十分方便☐ 3 方便☐ 10 不方便☐ 1 極不方便☐ 2

8. 上課之設備：
   非常滿意☐ 滿意☐ 3 可以☐ 6 不滿意☐ 7

9. 其它意見：______________________________

Employees Retraining Board
僱員再培訓局

X X X X鞋廠
董事長　X X先生

X X先生：

申辦「製鞋技工度身訂造再培訓課程」意向書

根據本局與　貴公司就以上課程所達成之共識詳列如下：

1. X X X X鞋廠（後稱「X X X X」）向僱員再培訓局（後稱「本局」）申辦「製鞋技工度身訂造再培訓課程」，以應付X X X X之人力需求。
2. 參與此培訓課程所提供之職位空缺數目：19名（由X X X X轄下X X X鞋廠提供）。
3. 職位空缺之工作性質：工廠以流水線方式生產PU靴鞋，學員入職後按情況而編排到不同崗位工作，以操作鞋機爲主，邦鞋、上中底、塗膠水、砂青、上底、剝楦等。
4. 職位空缺之工作時間及僱傭條件：工作時間爲星期一至六，上午9時至下午6時（下午1時至2時爲午膳時間）；放勞工假期，假期工資按每日之平均底薪支付，工作未滿三個月之員工將不獲發假期之工資；工作滿一年之員工可獲7至14日有薪年假（根據勞工法例，視乎年資而定）。
5. 此課程由本局及製衣業訓練局合作籌辦；製衣業訓練局並會於職前培訓後提供爲期3個月之跟進服務，期間將負責廠內跟催及指導工作，及在有需要時提供輔導。
6. 課程細則：
   - 人數　：每班20人；
   - 訓練模式　：(1)　由製衣業訓練局提供6星期職前培訓，內容詳見附件一；
     (2)　學員入職後，由X X X X提供爲期3個月之在職培訓。
7. 在職培訓津貼：本局於3個月之在職培訓期間，將每月發放 2000元在職培訓津貼予每位學員。
8. 僱主承諾：
   - 聘用人數　：職前培訓完成後，僱主將盡量聘用所有畢業學員（以不少於七成爲指標，而本局過往與其他僱主合作之再培訓課程聘用率平均超過百分之八十）；
   - 薪金　：根據工序崗位分三個職級類別A、B及C，詳見附件二；
     在職培訓首三個月，A級工人工資爲6,000元、，B級工人工資爲5,000元，C級工人工資爲4,000元；
     X X X X於首三個月爲每位入職學員每月提供1,000元新人獎金，此獎金將於學員入職後第四、五、六個月按每月發放1,000元；
     在職培訓後，A級工人工資爲7,000元、B級工人工資爲6,000元、C級工人工資爲5,000元；
     按上述工資分配，學員入職後首六個月之薪金概略見附件三。
   - 在職培訓　：在職培訓期間僱主將安排專人負責培訓學員，以提升工作技術水平。
   - 國內實習　：職前訓練之第二個星期時，學員前往X X X X設於X X X X之工場實習期間，X X X X將爲學員購買人身意外保險、爲學員提供一次往返香港之交通費用、在內地之食宿及每周100元之生活津貼。

課程將根據以上細則推行，請簽署以示確認。若X X X X未能履行以上承諾，本局將有權追討本課程之一切費用。

僱員再培訓局	製衣業訓練局	X X X X鞋廠
一九九九年 5 月 2 日	一九九九年＿月＿日	一九九九年 8 月 2 日

2/F, Carnarvon Plaza, 20 Carnarvon Road, TST, Kln. Hong Kong.　九龍尖沙咀加拿分道20號加拿芬廣場12樓　Tel 電話：2311 6306　Fax 傳真：2369 8322

附件一

X X X X鞋廠
「製鞋技工度身訂造再培訓課程」
訓練內容及項目

1. 首星期由製衣業訓練局導師講解鞋類結構（以工廠所生產的種類爲主）、物料知識、製鞋流程，並教導邦鞋機的基本操作，每位學員學習邦四十對鞋靴。

2. 第二個星期在X X X X設於X X X X之工場實習，第三至第六個星期在X X X X設於香港之工廠內實習；於此五星期實習期間，學員由廠內之技術員及專責導師輔導，熟習靴鞋製造之各成型工序，如執派、塗面、邦頭、邦腰、邦踭、砂青、塗膠、上/壓底、剁楦等。

附件二

XXXX鞋廠
「製鞋技工度身訂造再培訓課程」
員工職級分類

工序	員工人數	職級類別
執派	1	C
打港寶水	1	C
中底塗膠	1	C
鞋面塗膠	2	C
前邦	2	A
邦腰	2	B
邦踭	1	B
砂青	1	B
塗藥水	2	B
塗膠水	2	B
上底	2	B
壓底	1	B
剝楦	1	B

共19人

附件三

XXXX鞋廠
「製鞋技工度身訂造再培訓課程」
首六個月預計薪金概略

	第一個月至第三個月			第四個月至第六個月		
	A級工人	B級工人	C級工人	A級工人	B級工人	C級工人
1. 每月工資	$ 6,000	$ 5,000	$ 4,000	$ 7,000	$ 6,000	$ 5,000
2. 新人獎	計取： $1,000 （於第四個月發放）	計取： $1,000 （於第五個月發放）	計取： $1,000 （於第六個月發放）	領取： $1,000	領取： $1,000	領取： $1,000
3. 僱員再培訓局提供之津貼	$ 2,000	$ 2,000	$ 2,000	不適用	不適用	不適用
該月總金額:	$ 9,000	$ 8,000	$ 7,000	$ 7,000	$ 6,000	$ 5,000
按上述工資分配，該月可領取金額:	$ 8,000	$ 7,000	$ 6,000	$ 8,000	$ 7,000	$ 6,000


誠聘『製鞋技工(生手)』
1. 職前再培訓
2. 在職培訓
3. 學以致用
接受六星期基礎訓練，熟習PU靴鞋製造之成型工序，包括摇鞋、上中底、塗膠水、砂背、上底、剝楦等。
免學費,有津貼。
完成六星期基礎訓練後，立即受聘於XXXX 鞋廠有限公司，繼續接受3個月的在職培訓。其間除基本薪金外，另每月可獲再培訓局發放的在職培訓津貼。
受訓合格後，任職X X X X鞋廠，收入穩定。
於製衣業訓練局及X X X X鞋廠有限公司上課，其中二星期在X X X X鞋廠有限公司設於東莞之工場內上課。
在 X X X X X 有限公司
(荃灣區)內工作
請東
合辦機構:
僱員再培訓局
製衣業訓練局
X X X X鞋廠有限公司

僱員再培訓課程

問卷

課程名稱：度身訂造製鞋課程　課程編號：CL02-4DT-001K

培訓機構：製衣業訓練局(九龍灣)

上課日期：99 年 8 月 9 日 至 99 年 9 月 18 日

以下各問題請各學員填寫：

1. 個人資料：
   - (i) 性別：　男□ 11　女□ 6
   - (ii) 年齡：　30 - 39□ 8　40 - 49□ 9　50 - 59□　60 歲或以上□
   - (iii) 學歷：　小學或以下□ 2　中三或以下□ 12　中五或以上□ 3

2. 課程之長短：
   太長□ 7　頗長□ 1　適中□ 7　頗短□ 1　太短□ 1

3. 對課程之理解：
   非常滿意□ 1　滿意□ 4　可以□ 11　不滿意□ 1

4. 課程之實用性：
   非常滿意□　滿意□ 4　可以□ 11　不滿意□ 2

5. 課程之快慢進度：
   太快□ 1　頗快□　適中□ 14　頗慢□ 2　太慢□

6. 教師之講解質素：
   非常滿意□ 3　滿意□ 7　可以□ 5　不滿意□

7. 上課地點：
   十分方便□ 1　方便□ 4　不方便□ 2　極不方便□

8. 上課之設備：
   非常滿意□ 1　滿意□ 7　可以□ 5　不滿意□ 4

9. 其它意見：1.製鞋用具不夠，課程較短 2.導師具備製鞋類的專業技術，令學員得益不淺，但課程頗短。3.廠方 x 先生指導無方，態度很差。導師教導非常之好。4.上課學習的時候，製鞋工具不夠用，時間趋短。

Comparison of the Average Wages Earned by Graduate Retrainees of the First Shoe-making Course on the Commencement and After Completion of OJT

Wage*	On the commencement of OJT	After completion of OJT
$8,000	-	1
$7,000	-	2
$6,000	1	1
$5,000	2	3
$4,000	4	-
Total	7#	7#
Average Wage	$4,571	$6,143
	($32,000÷7)	($43,000÷7)

* Bonus and allowances were excluded.

Only the wages of the seven retrainees who remained after completion of the OJT were compared.

Employees Retraining Board
僱員再培訓局

本檔編號：ERB/TB/ALL (26/99)

課程行政及發展部通告第 1/99 號

培訓機構申辦「度身訂造」課程指引

為加強對特別是度身訂造及附設有在職培訓津貼之課程的監管，本局已訂立了有關之指引、準則及表格，重點如下：

(a) 與合辦僱主簽訂「合辦度身訂造課程意向書」，內容列出本局對合辦僱主之各項要求及期望，包括聘用學員之職位及條件。如課程設有在職培訓期，辦事處亦會列出本局對僱主於在職培訓期間之期望，包括期間學員所獲之薪金及僱主向學員提供之培訓等；
(b) 改善度身訂造課程之匯報及監管程序；
(c) 辦事處職員及培訓機構將實地視察每一度身訂造課程，實地視察結果應記錄在案作檢討之用；
(d) 度身訂造課程中之「軟技術」訓練應加強；
(e) 培訓機構應根據本局提供之問題向度身訂造課程畢業學員進行留職調查。

2. 有關指引用（連同中文譯本）見附上之文件。指引將***即時生效***，如有任何查詢，請聯絡本局市場部x x x先生（電話：2368 9596）。

僱員再培訓局行政總監

（x x x 代行）

附件：培訓機構申辦度身訂造課程指引
（連同中文譯本）

分發名單：所有培訓機構
再培訓局所有部門經理

一九九九年十一月八日

12/F. Carnarvon Plaza, 20 Carnarvon Road, TST, Kln, Hong Kong. 九龍尖沙咀加拿分道20號加拿芬廣場12樓 Tel 電話：2311 6306 Fax 傳真：2369 8322

Guidelines for Training Body (TB)'s Application for Tailor-made Course

Introduction

Tailor-made programme, one of the major development items under ERB's strategic planning, is gaining popularity among employers. To ensure the quality and smooth operation of the programme, the following guidelines have been prepared for TBs.

Guidelines

(a) Processing of Course Proposal

(i) TBs should submit their tailor-made course proposals by completing and returning **TMC Reporting Form** at Appendix I to the Marketing Department of ERB. The Marketing Department would study their viability based on a set of criteria at Appendix II a, b. If the proposal is considered worthwhile, the department would provide assistance and advice to the TB to facilitate discussions with employers.

(ii) For new courses, approval from ERB's Vetting and Monitoring Sub-committee(VMC) is required.

(iii) If the Executive Office supports the proposal and the VMC approves it, the employer, the training body and the executive office would jointly sign a **Memorandum of Understanding** to set out details. A sample letter is at Appendix III. The letter serves as a reference document for the three parties on issues such as job vacancy, and salary package offered, recruitment efforts and detailed arrangements for on-the-job training (OJT) (if this is considered necessary to enhance the employability and skill level of the retrainees).

(b) Promotion of the Course

(i) Upon approval of the proposal, TBs would recruit re-trainees and conduct the course with active participation from the employer(s). A copy of the recruitment advertisement should be sent to both ERB Executive Office for endorsement (Attn: Manager/Marketing Department) and respective employer(s) for consultation before issue.

(ii) The sponsorship of recruitment advertisement by ERB for a single employer on the same course type is limited to the debut. Advertisement costs for repeated courses should be borne by the employer.

(c) ***Submission of Course Reports***

(i) TBs should submit a completed TMC **Summary Reporting Form** (Appendix IV) one week after completion of the course. The form seeks to gather information regarding re-trainees' profiles, placement results and actual salary received...etc.

(ii) An **Evaluation Report** should be submitted to ERB Executive Office within one month after completion of the course. Outline of the suggested report can be found in Appendix V.

(iii) A **Placement Reporting Form** at Appendix VI should be submitted to ERB Executive Office at the second week, first month, second month and third month completing the submission of Placement Reporting Form.

(iv) ERB staff shall conduct site visit of the training class to collect feedback from re-trainees and instructor.

(d) ***On-the-job Training***

(i) In case on-the-job (OJT) training is involved, TBs should monitor this part of training offered by the employer through regular site visits. Tailor-made Course Site Visit Report at Appendix VII should be submitted.

(ii) ERB may from time to time make surprise visits to monitor the progress of the course and OJT and seek feedback from trainees and employers.

(iii) OJT Allowance Reporting Form (Appendix VIII), where appropriate, should be duly completed and returned to the ERB Executive Office to avoid delay in the disbursement of OJT allowance.

(iv) Evaluation report is due one month after completion of the OJT.

(e) *Effective Date of Implementation*

The above guidelines will operate from immediate effect.

(f) *Enquiry*

For enquiries, please contact Mr. X X X , Marketing Department of ERB, at XXXX XXXX.

Employees Retraining Board
October 1999

Employees Retraining Board
僱員再培訓局

Annex XXV (Appendix I)
TMC Reporting Form

To: Manager
Marketing Department
(Fax: 2311 1357)

Date: ____________

Tailor-made Course Proposal

I. Course Particulars

Name and address of employer : ____________________

Responsible person – position & telephone: ____________________

Course title : ____________________

Job title – brief job duties : ____________________

No. of Vacancies : ____________________

Duration of the pre-employment training : ____________________

Duration of On-the-job training (OJT) (if applicable) : ____________________

OJT training allowance : ☐ Yes ☐ No If yes, proposed allowance is $__________ per month and will last for ________ month(s) from the date of employment.

II. Job Vacancy Information

Major Duties : ____________________

____

Remuneration : ______________ (monthly salary/daily rated/piece-rated wage/commission based)**

Remuneration after on-the-job training: ____________________

Other benefits * : Bonus ( ) / Double Pay ( ) / Medical ( ) / P-Fund ( ) /
Others ( ) please specify ____________________

Holiday * : Annual Leave______days Public Holiday ( ) / Statutory Holiday ( )

Working Location : ____________________ (Indoor / Outdoor **)

Working Hours : ____________________

Remarks : ____________________

____

____

____

____

III. Course Proposal

Enclosed is a copy of the course proposal including course contents of pre-employment training and arrangements for OJT etc. : ☐ Yes ☐ No

Training body : ____________________

Contact person : ____________________

Position : ____________________

Telephone no. : ____________________

Fax no. : ____________________

* *Please put a "✓" in the appropriate bracket.*

** *Please delete as appropriate.*

Criteria for Application of Tailor-made Retraining Course

Tailor-made programme is flexibly designed to meet the specific requirements of eligible employer(s). Employers, groups of employers and trade associations can apply for assistance from the ERB under the following criteria:

- The employer(s) have at least 15 or more vacancies, of which and at least 80% should be filled by trainee graduates.
- The employer is not able to find suitable candidates from the existing pool of re-trainees to meet its specific needs, or
  The employer is applying for imported labour under the Supplementary Labour Scheme to fill the vacancies; or
  The employer is willing to open up the jobs which ERB retrainees normally may not have the qualifications and ability to compete with other applicants in the open market.
- Remuneration for re-trainees should be favourable and not less than the market rate;
- The employer is willing to actively participate in course design, recruitment of trainees, delivery of pre-employment and on-the-job training, and follow up progress of trainees.

Criteria for Application of "On-the-Job Training"

1. **Purpose:**

On-the-Job Training (OJT) is to combine classroom and practical skills training for re-trainees to acquire basic job skills and working experience so as to enhance their competitiveness and job retention ability in the trade/industry.

2. **Target retrainees:**

Retrainees of tailor-made course who have successful completed the required pre-employment training and have been employed but need receiving practical skills and work experience.

3. **Modes of operation:**

(a) The prime considerations for OJT include:

(i) whether or not OJT is essential to supplement the pre-employment training in equipping the retrainees with the skills required by the job.

(ii) whether OJT is systematically provided with sufficient guidance and supervision from both the employer(s) and the TBs.

(iii) whether the proposed wage level is commensurate with the skills level required in line with the market rate for that particular trade/industry

(iv) whether the employment of retrainees is permanent and sustained after OJT.

(b) Duration of OJT:

(i) Normal duration of OJT is 3 months and must not exceed 6 months. The maximum amount of OJT allowances for each retrainee should not exceed $6,000 during the total OJT period. Special applications which exceed the above upper limits must be approved by the Board.

(ii) The timing of the OJT must match with that of the job specific skills training so that the retrainees can acquire the basic skills for entry into an industry in an effective manner. Therefore, training bodies are required to arrange for OJT for retrainees immediately after the

initial pre-employment training.

Under special circumstances, it may be necessary to postpone the commencement of OJT. If the postponement exceeds one month after the initial pre-employment training, the TB most submit application for the postponement to the Executive Director of ERB for vetting. The criteria for approval include the practical difficulties in arranging for job attachment by training body concerned and whether or not the retrainee could provide sufficient reason for undertaking the job attachment one months after the training course has completed. The postponed period would also be limited to three months. In other words, a retrainee has to take part in the job attachment within four months upon completion of a retraining course, or else it is deemed that the retrainee has given up his/her entitlement.

(c) An OJT allowance may be paid to the retrainees, according to the nature of jobs. Normally the total amount should not exceed $6,000. Modes of payment of OJT allowances may be flexibly designed to meet the specific training needs. Normally there are two modes of payment.

(i) The "3-2-1" mode:

For certain industries, like the clothing industry, the wages of workers are piece-rated. The incomes of new entrants are affected by their less adequate skill and hence lower productivity. They would earn more in time as they acquire more skills and experience.

For these types of industry, it is suggested to pay out OJT allowances to retrainees for a period of 3 months in the following manner:

Job attachment period	*OJT allowance*
First month	HK$3,000
Second month	HK$2,000
Third month	HK$1,000

(ii) The "fixed allowance" mode

For certain industries, like the construction industry and the printing industry, wage rates of workers are determined by their skills level. New entrants are usually offered jobs like 'general labourers' or 'trainees' and are paid less. Only through a certain period of training, they can upgrade their skills and hence attain a wage level comparable to that of craftsmen. For these types of industries, OJT allowances may be paid monthly on a fixed sum basis so as to allow the retrainees to maintain relatively steady incomes, such as follows:

Job attachment period	*OJT allowance*
First month	HK$2,000
Second month	HK$2,000
Third month	HK$2,000

(d) The OJT duration and the amount of allowances payable should be vetted by VMC and approved by the Course Development Committee.

4. Monitoring Mechanism:

(a) To apply for OJT, the employer(s) is required to give the training body detailed information on the post, including the job nature, mode of training, amount of earnings etc. so that the training body can evaluate the effectiveness of the on-job training given. During the OJT, the training body has to follow up the case closely and should conduct site inspection where necessary. ERB staff will pay surprise visits to monitor the progress of OJT and to collect feedback from trainees and employers.

(b) Upon completion of the job attachment period, the training body should submit to ERB the course evaluation report in the whole operation of the course such as recruitment process to capacity utilization rate, drop-out rate, completion rate, the pre-job attachment and post-job attachment, placement rate, refection rate (3 months, 6 months and 9 months after placement), wage earned by placed trainees etc. so as to evaluate the effectiveness of the on-job training of a retraining course.

(c) The Executive Office should submit the information provided by training bodies with it comments and recommendations to the VMC and the Course Development Committee for consideration and necessary follow-up action.

XXX 商會有限公司
主席 XX 先生

Appendix III

XX 先生:

Sample （例）

主辦「XXX 度身訂造課程」諒解備忘錄

本局與貴會就以上課程所達成之共識詳列如下：

1. （僱主/商會名稱）XX 商會有限公司（後稱「XX 商會」）經 XX 培訓機構向僱員再培訓局（後稱「本局」）申辦「XXX 課程」，以應付 XX 商會成員公司之人力需求。
2. 職位空缺資料：提供職位空缺之公司名稱、地點及空缺數目詳見附件一。
3. 職位空缺之工作性質：（按個別工種而定）。
4. 職位空缺之工作時間及僱傭條件：詳見附件二。
5. 此課程由本局及轄下培訓機構 XX 合作籌辦；XX 並會於職前培訓後提供爲期 3 個月之跟進服務，期間將與學員聯絡以了解情況及在有需要時提供輔導。XX 僱主及 XX 培訓機構將定期向再培訓局提供學員留職率之資料。
6. 課程細則：
   - 人數 ： 每班 ___ 人；
   - 訓練模式 ： (1) 由 XX 培訓機構提供___天職前培訓，內容詳見附件二；
     (2) 由 XX 商會個別成員公司爲其聘請之學員提供爲期__個月之在職培訓。
   - 培訓費用 ： 由僱員再培訓局負責
7. 在職培訓津貼：本局於__個月之在職培訓期間，將每月發放______元在職培訓津貼予每位學員。模式如下：
8. 僱主承諾：
   - 聘用人數 ： 基本培訓完成後，僱主將盡量聘用所有畢業學員（以不少於八成爲指標，其他度身訂造課程聘用率平均超過百分之八十）；
   - 薪金 ： 在職培訓首月、第二個月及第三個月薪金分別爲 X 元、Y 元及 Z 元，在職培訓後之每月薪金不少於(Z+2000)元；
   - 福利 ：
   - 在職培訓 ： 在職培訓期間僱主將根據所定訓練安排，指派專人培訓及指導學員，以提升其工作技能，達至有效執行上列第 3 點各項工作；
   - 住宿及膳食 ： 在職培訓期間及後，僱主均提供免費住宿、午餐及晚餐。

課程將根據以上細則推行，請簽署以示確認。若 XX 商會未能履行以上承諾，本局將有權追討本課程之一切費用。

僱員再培訓局	培訓機構 XX	XX 商會有限公司
一九九九年___月___日	一九九九年___月___日	一九九九年___月___日

參與此再培訓計劃之商會會員或各僱主若同意「XX 度身訂造課程」意向書中各項細則及承諾，請於下方簽署以示確認：

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

日期：____________________

附件一

參與「XX 再培訓課程」之商會會員名單及空缺資料

	公司名稱	負責人	地點	空缺數目
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

TMC Summary Reporting Form

Please submit the form to ERB (Marketing Department, fax: 2311 1357) one-week after the course has completed.

Training Body ____________________ Course ____________________

Course code ____________________ Class number ____________________

Course objective(s) achieved ____

RECRUITMENT	
Date of recruitment talk	
Total number of attendants	
SOURCE OF REFERRALS OF APPLICANTS	
ERB One stop Service	
Labour Department	
Training Body	
Referral by other training bodies	
Media (radio, newspaper, poster etc.)	
Friend's recommendation	
SELECTION BEFORE COURSE COMMENCEMENT	
Total number of applicants	
N. of successful candidates: 1st screening by TB / employer*	
Number of successful candidates: 2nd screening by TB / employer*	
PRE-EMPLOYMENT TRAINING	
Training by Training Body	
Date of course (From / To)	
No. of weeks / days / hours	
Total training hours	
Total hours of job attachment as part of TB training	
No. of re-trainees	
No. completed training	
No. of drop outs Reasons:	
By Employer (if any)	
Date of practical session after TB training (From / To)	
Total hours of practical sessions by employer	
Amount of allowance from employer if any	
No. admitted to practical session	
No. NOT selected by employer for practical Reasons:	
Total No. completed practical session	
No. unable to complete practical session Reasons:	

Annex XXV

ON-THE-JOB TRAINING (IF ANY)	
Training by Training Body (if any)	
Date of course (From / To)	
No. of weeks / days / hours	
Total training hours	
Total hours of job attachment as part of TB training	
No. of re-trainees	
No. completed training	
No. of drop outs Reasons:	
By Employer (if any)	
Date of practical session after TB training (From / To)	
Total hours of practical sessions by employer	
Amount of allowance from employer if any	
No. admitted to practical session	
No. NOT selected by employer for practical Reasons:	
Total No. completed practical session	
No. unable to complete practical session Reasons:	
EMPLOYMENT By designated employer	
No. Attended interview / test after course	
Total No. of jobs offered by employer	
Successful employment — Full-time	
Part-time	
Actual Salary level — Full-time	
Part-time	
Unsuccessful employment by designated employer: No. rejected by employer: Reasons:	
No. declined offer #: Reasons:	
By other employers (one month after completion of course)	
In the same industry	
In other industry	
Overall: total number employed	

Please circle

\# If the number of retrainees declining employer's offer is greater than 10% of total number of graduates of the course, training body should investigate the reasons and make recommendations below:

____

____

Annex XXV

PROFILE OF COURSE ATTENDANTS	No.	%
Sex		
Female		
Male		
Age		
Below 30		
30-34		
35-39		
40-44		
45-49		
50 or above		
Marital Status		
Single		
Married		
Divorced		
Education Level		
Under P.6		
Completed P.6		
F.1 – F.3		
F.4 – F.5		
F.6 or above		
Living District		
Hong Kong Island		
Kowloon West		
Kowloon East		
New Territories		
Tuen Mun		
Working Experience		
Clothing industry		
Electronics industry		
Other manufacturing		
Clerical		
Service		
Others		
Number of JMP Registrants		

Suggested Evaluation Report Format

Course Details

TB name

Centre

Course Name/Code:

Course period:

Class Size:

Utilization Rate

= no. admitted/class size

Attendance Rate

= no. completed pre-job training/no. admitted

Placement Rate

1. Total placement rate = Total placement/no. completed
2. Placement at designated employer = placement at designated employer/no completed

Retention Rate

- for those placed at designated employer
- for those placed in relevant industry
- for those still in employment
- at the end of OJT

Salary

- at placement
- upon completion of OJT
- OJT (comparison that agreed in the Letter of Intent)

Effectiveness of On-the-job Training (if any)

e.g. improvement in skills level of re-trainee after OJT; comparison with the "noorm" of those in the industry.

Summary of Re-trainee Feedback

Summary of Employer Feedback

Complaints (if any)

Annex XXV

TMC Placement Report Form

TB name: ______ centre: ______ 2nd week report date: ______ page : ______

Course name : ______ course code: ______ 1st mth report date: ______

Course period : ______ to ______ class: ______ 2nd mth report date: ______

3rd mth report date: ______

	Retrainees' Details				Employment Details AFTER Attending the Course											
					Employer Record		Job record				Income					
	Name & ID no.	Tel.	#H/ place	Date Placed (dd/mm/yy)	Company Name	Industry code	Title	Job code	^Job mode F/Pt/B	^Job mode P/T	* Hrs/ wk	** I/ mode	Wage ($)	Average Monthly Salary ($)	##R/ train	Remarks
1																
2																
3																
4																
5																
6																
7																
8																

KEYS

^ *Job mode* : *F - Full-time placement, Pt - Part-time placement, B - Placement below 18 hours of work / week* *P-Permanent, T-Temporary*

* *Hrs/wk* : *No. of hours worked per week*

** *I/mode* : *Income mode (M-monthly salary, H- hourly rate, D-daily rate, C - commission basis , P-piece work)*

\# *H/placed* : *How placed (T- Training Body, S- Self, L- Labour Department)*

\## *R/train* : *Related to Training (Y-Related, N-Not related, U-Unkown)*

placeform v 1.1

Employees Retraining Board
僱員再培訓局

Tailor-made Course Site Visit Report

Course Information			
Course Name:		Course Code:	
Course Period: Pre-Employment Training : From ____________ To ____________			
On-the-job Training : From ____________ To ____________			
Class Number:	Training Body:	Employer:	

Details of the Visit	
Date of Visit:	Site Visited:
Visited By:	
Notice to Training Body/Employer: ☐Yes ☐No	
Name of Trainer:	Number of Re-trainee Retained in Class:

Findings

Remarks (if any)

On-the-Job Training Allowance (OJT) Claim Form

Employees Retraining Board

page ___ *of* ___

Training Body : ______________________

Course name & code: ______________________

Course period : ______________ class : ______________

report date : ______________

	Retrainees' Details		OJT Employment Details								Amount of OJT allowance claim ($)	*Remarks*
	Name	I D no.	OJT period	Duration From - To (dd/mm/yr)	Budget allowance / month	Position	Company Name / Job attachment site	Monthly Income ($)	No.of hours worked per month	No.of days worked per month		
1												
2												
3												
4												
5												
6												
7												
8												
										sub-total		
										TOTAL		

Approved by TB : ______________________
(date) Responsible person's name, signature and TB's company chop

Endorsed by: ______________________
(date) (Placement Services Department, ERB)

Payment by : ______________________
(date) (Accounts Department, ERB)

Annex XXV

Calculation of the Average Weighted Scores for Two Items Assessed by Graduate Retainees of the First Shoe-making Course

Practicality (Item 4)

	Very Satisfactory	Satisfactory	Acceptable	Unsatisfactory
Weight	4	3	2	1
No. of Respondents	0	6	5	5
Subtotal	0	18	10	5

Total Weighted Score : 33

Average Weighted Score : 33/16 = 2.1

Total No. of Respondents : 16

Convenience of Training Venue (Item 7)

	Very Satisfactory	Satisfactory	Acceptable	Unsatisfactory
Weight	4	3	2	1
No. of Respondents	3	10	1	2
Subtotal	12	30	2	2

Total Weighted Score : 46

Average Weighted Score : 46/16 = 2.9

Total No. of Respondents : 16

Site Visit Report (Form 1)

(For Existing Training Body)

Name of Training Body: ______________________

Year Joining ERS ______________________

Total no. of Centres: ______________________

Centre(s) Visited: ______________________

Date of Visit(s): ______________________

Visited by: ______________________

____

Name and Position of Key Person(s) Met:

____

____

Activities carried out:

- ☐ Review of documentation
- ☐ Review of teaching materials
- ☐ Review of retrainees records
- ☐ Review of instructors records
- ☐ Discussion with centre-in-charge
- ☐ Discussion with instructor
- ☐ Discussion with centre staff
- ☐ Discussion with retrainees
- ☐ Inspection of training rooms / training facilities
- ☐ Photos taken
- ☐ Sit-in retraining class (please specify course code and class no.)

____

____

Others (please specify) : ______________________

Performance in the last 4 quarters: 2Q99 3Q99 4Q99 1Q00

Total no. of classes approved:

Total no. of classes cancelled:

Total no. of classes deferred:

Comment Form – Centre

Name of TB: ____________________

Name of Centre: ____________ Centre Code: ________

Address:

Name of Centre-in-charge: Tel no:

Total office size: ____________

Total no. of training rooms : ____________

Total no. of training rooms equipped with computers : ________

Performance in the last 4 quarters: *2Q99* *3Q99* *4Q99* *1Q00*

No. of TM courses held:

No. of F/T retrainees admitted:

No. of P/T retrainees admitted:

Physical Condition of Centre and its Equipment/ Facilities

Type(s) of transport available:

☐ MTR ☐ railway ☐ ferry ☐ bus

☐ minibus ☐ tram ☐ others ____________

Centre located in: ☐ commercial bldg. ☐ commercial / residential bldg.

☐ residential bldg. ☐ industrial bldg. ☐ others

Age of building : ______ years

Nature of occupation: ☐ rented ☐ owned ☐ others

Building situated at: ☐ commercial area ☐ industrial area

☐ residential area (☐ public housing ☐ private housing)

Facilities in building/centre:

(a) fire-fighting equipment/precautions:

☐ sprinkler ☐ fire extinguisher ☐ hose reel ☐ fire alarm

☐ fire exit ☐ smoke lobby door ☐ fire escape route

(b) property management

☐ security guard / building attendant ☐ closed circuit TV in lobby and lift

(c) washing room

☐ private ☐ shared with public

	Rating					Remarks
Conditions of Training Room(s)	Low	Average			High	
(a) Quietness	1	2	3	4	5	
(b) Lighting	1	2	3	4	5	
(c) Ventilation	1	2	3	4	5	
(d) Space	1	2	3	4	5	
Availability and conditions of Training equipment/facilities						
(a) Microphones and loudspeakers	1	2	3	4	5	
(b) Overhead projector / LCD projector	1	2	3	4	5	
(c) TV / AV equipment	1	2	3	4	5	
(d) Whiteboard / blackboard	1	2	3	4	5	
(e) Tables and chairs	1	2	3	4	5	
(f) Course-specific training equipment: *Please specify*	1	2	3	4	5	

Other Observations	**By**
Accessibility & Vicinities	
Internal Decoration	
Equipment/ Facilities	
Safety Precautions	

Comment Form -- Class

Course Code & Title: __________

Class no. ____ Class Size: _____ No. of Retrainees Present: __________

Name of Instructor: _

☐ Retrainees' ID verified

Course Delivery and Class Performance						
	Rating					Remarks
	Low		Average		High	
Teaching ability and skills of Instructors						
(i) Organization of materials	1	2	3	4	5	
(ii) Presentation of materials	1	2	3	4	5	
(iii) Use of textbooks / references	1	2	3	4	5	
(iv) Use of teaching aids: *Please specify*	1	2	3	4	5	
Class Management						
(i) Class participation	1	2	3	4	5	
(ii) Class discipline	1	2	3	4	5	
(iii) Class responses	1	2	3	4	5	
Instructors						
(i) Attitude	1	2	3	4	5	
(ii) Knowledge on topic	1	2	3	4	5	
(iii) Helpfulness	1	2	3	4	5	

Other Observations	**By**
Instructor	
Teaching Materials	
Retrainees' feedback	

Comment Form – General and Course Administration

Observations	By
Organizational Structure, Central Administration, and Staff Management	
Organization structure	
Centre Coordination & Communications	
Staffing & Division of Work	
Staff Management	
Documentation	
Course Administration	
Enrollment	
Selection	
Attendance	
Evaluation	
Refund procedure	
Placement Services	
Employers' network	
Placement Follow-up	
Placement Performance	
ERB Image	
ERB Logo	
Course Promotion	

Overall Comments and Suggestions

Overall Comments

Follow-up Actions or Suggestions for Improvement	Actions

Report prepared by : ______________________

Report submitted to: ______________________ Date : ______________

Site Visit Report (Form 2)

(For Potential Training Body)

Name of Potential Training Body: ______________________________

Address of Retraining Centre: ______________________________

____

____

Proposed Retraining Courses to be held in the Centre:

____

____

____

Date of Visit: ______________ Time of Visit: ______________

Visited by: ______________________________

____

Name and Position of Key Person(s) Met:

____

____

____

____

No(s) and Name of Retraining Centres in the vicinity or serving the same district:

____

____

____

____

Comment Form

PART I -- General Findings on Centre conditions and Equipment/Facilities Available

Name of Centre:

Address:

Name of Centre-in-charge: Tel no:

Total office size: ____________

Total no. of training rooms :____________

Total no. of training rooms equipped with computers :____________

Other rooms available for retraining purpose:____________

Equipment available for offering retraining courses: ____________

No. of staff responsible for retraining (please provide the organizational structure):

Full time:____________ Part time:____________

Physical Condition of Centre and its Equipment/ Facilities

Type(s) of transport available:

☐ MTR ☐ railway ☐ ferry ☐ bus

☐ minibus ☐ tram ☐ others ____________

Centre located in: ☐ commercial bldg. ☐ commercial / residential bldg.

☐ residential bldg. ☐ industrial bldg. ☐ others

Age of building : ______ years

Nature of occupation: ☐ rented ☐ owned ☐ others

Building situated at: ☐ commercial area ☐ industrial area

☐ residential area (☐ public housing ☐ private housing)

Facilities in building/centre:

(a) fire-fighting equipment/precautions:

☐ sprinkler ☐ fire extinguisher ☐ hose reel ☐ fire alarm

☐ fire exit ☐ smoke lobby door ☐ fire escape route

(b) property management

☐ security guard / building attendant ☐ closed circuit TV in lobby and lift

(c) washing room

☐ private ☐ shared with public

	Rating					Remarks
Conditions of Training Room(s)	Low	Average			High	
(a) Quietness	1	2	3	4	5	
(b) Lighting	1	2	3	4	5	
(c) Ventilation	1	2	3	4	5	
(d) Space	1	2	3	4	5	
Availability and conditions of Training equipment/facilities						
(a) Microphones and loudspeakers	1	2	3	4	5	
(b) Overhead projector / LCD projector	1	2	3	4	5	
(c) TV / AV equipment	1	2	3	4	5	
(d) Whiteboard / blackboard	1	2	3	4	5	
(e) Tables and chairs	1	2	3	4	5	
(f) Course-specific training equipment: *Please specify*	1	2	3	4	5	

Other Observations	**By**
Accessibility & Vicinities	
Internal Decoration	
Equipment/ Facilities	
Safety Precautions	

PART II – Organizational Structure, Support and Central Administration

Observations	By
Organizational Structure, Central Administration, and Staff Management	
Organization structure Staffing & Division of Work Staff Management	
Placement Services	
Employers' network	
ERB Image	
ERB Logo Course Promotion	

PART III – Overall Comments and Suggestions

Overall Comments	
Follow-up Actions or Suggestions	**Actions**

Report prepared by : ______________________

Report submitted to: ______________________ Date : ____________

Result of Application
☐ Accepted ☐ Rejected ☐ Others ______________________ Gazette Date : ______________ (if accepted)

Site Visit Report (Form 3)

(Potential Retraining Centre for the Existing Training Body)

Name of Training Body: ______________________

Address of New Retraining Centre: ______________________

____

____

Date of Visit: ______________________

Visited by: ______________________

____

Name and Position of Key Person(s) Met:

____

____

____

____

Retraining Centres serving the same district by other Training Bodies:

Training Body	No. of Centre(s)	Type of Courses Offered	Capacity/Quarter

Information submitted by TB in C0007 verified? ☐ Yes ☐ No

Photos taken and attached? ☐ Yes ☐ No

Overall comments

	By
Market Demand	
Centre conditions	
Centre facilities	
Past Performance	
Cost-effectiveness	

Signature: ____________________

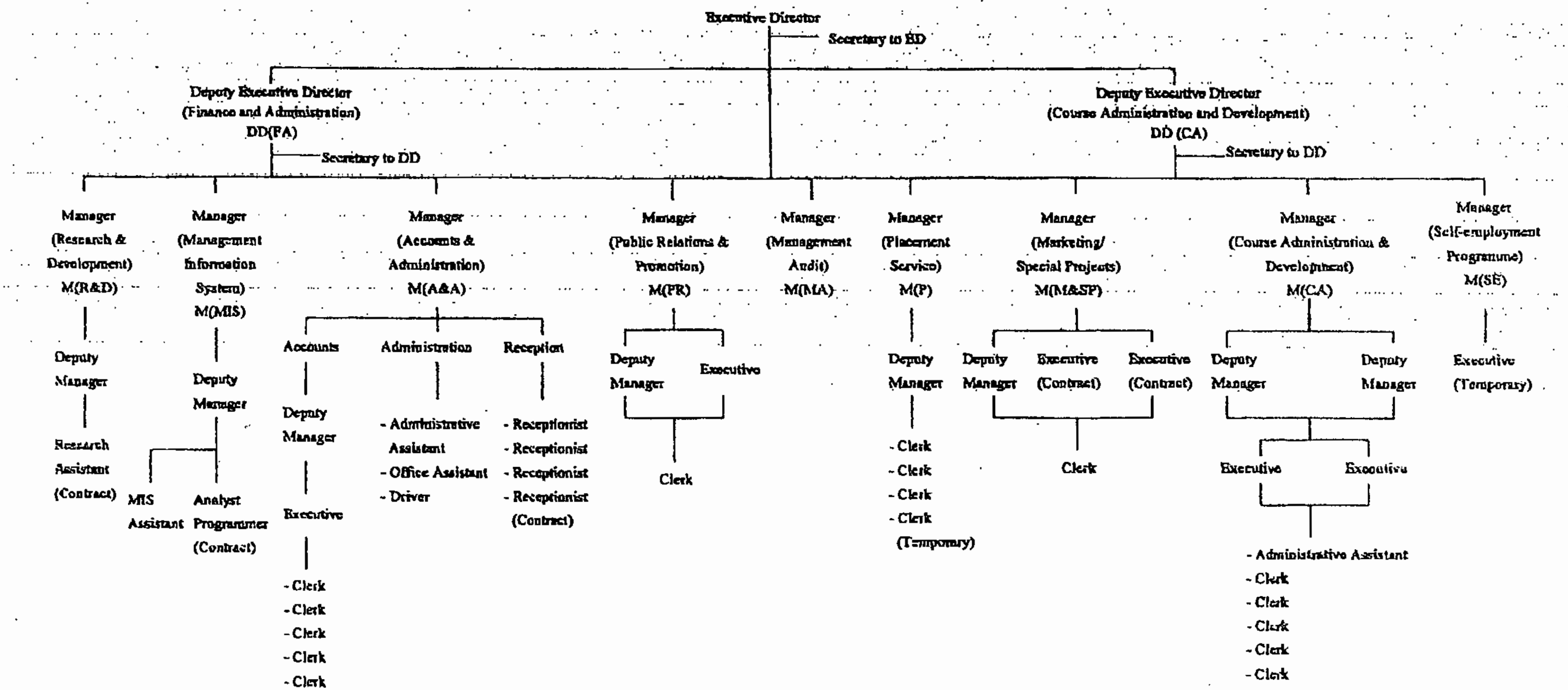
Report completed by : ____________________

Date: ____________________

Result of Application
☐ Accepted ☐ Rejected ☐ Others ____________________
Centre code assigned: ____________________ Date: ____________
Remarks: ____________________

Annex XXVIII

Revised Organisation Chart - Executive Office of the Employees Retraining Board



**Deputy Manager / Executive is a combined rank depending on qualification and experience of the incumbent

TOTAL P.02